

AN EXPERIMENTAL COMPARISON OF CAI
AND PI FOR TEACHING THE MECHANICS OF WRITING

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ABSTRACT

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Lessons in the mechanics of English composition were developed and presented in five different modes to first-year remedial students at Vanier College, Snowdon Campus. These five modes were: 1) CAI with drill-and-practice; 2) CAI without drill-and-practice; 3) printed scrambled PI with drill-and-practice; 4) printed scrambled PI without drill-and-practice; and 5) printed linear. No significant differences were found among test scores. For purposes of comparison, the differential outcomes for all essays submitted, averages for the last three essays, and attitude were examined. No significant differences were found here either. CAI was considered to be superior, however, from a teacher-designer's point of view because of its relative ease of implementation, its cost advantages given the conditions of the research, its capacity to gather data on student performance, and its usefulness in designing instructional materials.

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A.K.

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CHAPTER I - INTRODUCTION

INTRODUCTION

The objective of this thesis has been to compare instructional design and implementation methods and strategies by producing and evaluating a set of materials to teach the mechanics of English composition. To this end, a series of twelve lessons was developed and presented to seventy five students enrolled in four remedial English courses at Vanier College. The primary research question studied was: which mode of delivering instruction to students resulted in the highest achievement? Therefore, the materials were presented in five parallel modes: 1) a printed linear text; 2) a printed, scrambled text with drill-and-practice sequences (hereafter known as D&P); 3) a printed scrambled text without D&P; 4) a computer-assisted program with D&P sequences; and 5) a computer-assisted program without D&P. Design and production began in September 1977, and implementation and evaluation took place from February to May 1978. Computer lessons were in an extended version of Dartmouth Basic and installed on the CDC 6400 at Concordia University.

The question examined has particular significance for a publicly-financed institution like Vanier College (where the writer is a member of the English faculty) which has the

difficult task of providing the highest possible level of collegial education to many students of various backgrounds. At the same time, the College must find the most efficient means of disbursing its limited human and financial resources. In the teaching of language skills, there is a particular need to upgrade abilities. Since it is clear that such skills are important to students in the short term (to succeed in current studies) and in the long term (to become responsible and articulate members of the community), it is distressing to find that fewer and fewer entering students can write adequately (Lasch, 1979). The situation is neither especially recent nor confined to Vanier College; and since the staff of the other disciplines at the College do not appear to insist that their students demonstrate strong communication skills, the task of improving writing generally has fallen to English departments--themselves lacking the resources to provide each student the personal supervision that one presumes to be the best kind of training.

Computer-Assisted Instruction (hereafter known as CAI) and Programmed Instruction (hereafter known as PI) offer at least partial solutions. Utilization of a programmed text--whether linear or branched--implies a recognition of the need for individualized instruction and practice. A computer-assisted program theoretically is an even more powerful individualizing tool because it can deliver

tutorial and D&P routines that respond more completely to personal styles and rates of learning. The limitations of both modes must be recognized clearly, however; given the state of the art in both CAI and PI, they simply cannot perform as well in as many essential roles as human beings when it comes to the more complex tasks involved in teaching. But within carefully defined areas, CAI and PI can perform quite well, effecting considerable savings in teacher time and dollars.

Programmed instruction materials can be classified into those using linear and those using branching modes. The linear approach derives from the work of B.F. Skinner (1960), and is based on the principles of operant conditioning. All students proceed through instruction in the same sequence, the only variations being the rate at which they complete the material. Subject matter is broken down into relatively small increments (or frames) which are presented in the order which seems most logical to the designer. Mackie (1975) has correctly pointed out that the word "logical" more properly should be "effective" since the hierarchy of subtasks deriving from the analysis of a particular task may not always coincide with the most effective teaching strategy. Hence, early designers of programmed texts tried to follow principles enunciated by Skinner, and later, N.A. Crowder (1964); at present, most programmed texts appear to be quite eclectic in

psychological orientation. That is, what works, works. A PI linear program requires the learner to make frequent responses--usually one per frame--and programs are so written that relatively few student errors occur. This often is accomplished through the use of prompts, a type of help which guides the student to the right answer without simply stating it directly.

In the branching mode (whether in a scrambled textbook or on a computer), students vary not only the rate at which they complete instruction, but also the order in which they go through it. This is because the branching sequences direct the student to different areas of instruction, depending upon the response made. Such instruction most often has been used for remedial tutoring (Rockert and Morton, p.104), in which the same concept is taught using a strategy different than the initial presentation. Or a student may be branched to a series of Drill-and-Practice questions until he demonstrates mastery. If a student answers every question correctly, he completes instruction in much the same way as if he were in a linear program. However, each time he makes an error, he must complete a remedial sequence before being returned to the main stream of instruction. Further, different errors necessitate different sorts of remediation, and these in turn may lead to different amounts of drill. A primary distinction, then, between the linear and the branching approach is that while,

in the first instance, student error is largely avoided by employing very small and obvious steps, error is used as a diagnostic tool in the second. Such a diagnostic procedure makes it possible--at least theoretically--to tailor instruction according to the particular needs, abilities, and learning style of each student. Or, put in terms of educational cybernetics, the branched program will have sufficient instructional variety to counter the "variety of student mistakes". (Boyd, 1971)

When branching strategy combines with the computer, the result is a dynamic and interactive CAI program. It is the computer's great capacity to store, retrieve, and edit the information required to individualize instruction far more efficiently than printed branching texts or "scrambled texts" that makes it potentially a more powerful instructional tool. Moreover, a number of researchers, (e.g., Zinn, 1972) have found that the motivational effects of interactive dialogue with a machine are very great for some learners. Zinn suggests that CAI helps learners to make more effective judgements and decisions, thus giving them a sense of control over their learning environments. In many cases these motivational effects are for remedial students--the population to which the materials of this study were directed.

One can view the printed linear text and the CAI program with D&P as moving towards opposite ends of an

instructional continuum. The linear mode gives only the basics of instruction while CAI also offers extra remediation, specifically designed to respond to differences in learners. In between these extremes, there are at least three other possibilities: 1) a printed branching text without D&P; 2) a printed branching text with D&P; and 3) CAI without D&P. Numbers 1 and 3 are identical in content, as are number 2 and CAI with D&P. Their respective differences are the way in which instruction reaches the student--via book or a computer terminal. (Although it would have been possible to produce a computer program with exactly the same content as a printed linear text, I felt that the linear approach on a computer was too trivial and obviously not cost-beneficial to be worth implementing.) Two essential differences exist among the five modes used in this research: the amount of instruction available and the way that instruction is delivered.

One would expect that--other things being equal--the more instruction a student gets, the greater his achievement. Further, one would also expect that a dynamic and interactive delivery system would motivate students even more than PI textbooks which are interactive but not dynamic. In theory, at any rate, CAI with D&P should outperform all other modes because it provides ample instruction tailored to individual needs and presents it in a highly interactive fashion. The student using a linear

textbook will suffer from the absence of both fully-individualized remediation and instruction given by a more intrinsically dynamic medium. And students in the other three modes should fall somewhere in between these two points in terms of their achievement.

PROBLEM STATEMENT

The natural question as to whether or not such computer assisted instruction capabilities are in practice significant factors in learning leads one to the formulation of the following hypothesis:

H1: The use of CAI (with its dynamic branching sequences) provides more effective learning of the mechanics of writing for a given population than either a printed linear or printed branching program presenting the same basic material.

The educational significance of this hypothesis lies in the implications it has for overcoming the great difficulties which a mass educational system has in providing high standards of instruction to large numbers of students. This problem appears especially acute in the area of remedial language skills, the subject matter of this experiment. The decline in literacy in the past ten years has been precipitous and commented upon many times (see Elgin, 1978). As I have said, financial realities make it impossible to offer the sort of individualized attention the problem demands, and even if this were possible, disagreement exists among educators about the best way to

teach writing. I suggest that there seems to be a confusion between teaching "style" and "mechanics"; therefore, this research begins with a crucial distinction between these two skills. Style--a vague term suggesting the most appropriate expression of ideas--is, I suggest, a function of intellectual maturation. It involves so many complex cognitive, affective, and psychomotor operations (which legitimately combine and permute as endlessly as there are writers with "good style") that an adequate operational definition cannot be produced readily. Further, a search of the literature does not reveal any coherent and empirically valid learning theory that accounts for the way in which individuals acquire the skill of "good style". Accomplished stylists apparently can be produced only after a long period of time during which they read widely, practice writing continually, and receive close and personal supervision. In short, the teaching of good style appears to be beyond the capabilities of mass education. Certainly, the usual one-semester course in freshman composition is woefully inadequate to such a task.

The teaching of mechanics, however, differs from the teaching of style because one can measure grammatical correctness and the like against a recognized criterion level--the rules and conventions of standard English. (There is no shortage of freshman composition texts, each with its own stylistic advice, but they are remarkably

consistent when it comes to what constitutes "standard English" i.e., grammar, syntax, and mechanics. See Shaw, 1978 or Leggett, Mead, and Charvat (1978) for typical examples.) Such rules can be made as "true" (or at least as rigorous) as those of mathematics, and so taught. Landa's (1977) educational algorithms are the pedagogical extensions of such rules. This does not mean that "creativity" (again, a word that resists operational definitions) should be abandoned in favor of some mechanistic rote learning of rules to be followed slavishly. But "creative writing"--even basic expository prose--is impossible without adequate mastery of fundamental language skills. This research assumes that there are various rules governing syntax and exposition that can be enunciated and applied to various utterances. Once these principles have been specified, they can be incorporated into PI or CAI programs. The results of this are potentially powerful. Teachers can be freed of the tedious and often wasteful task of day in and day out teaching and drilling of basics. Drilling is necessary since skills must be changed from consciousness-occupying tasks to automatic executions which free consciousness for higher level information processing (Olson, 1978). Teachers would, in theory at any rate, be able to concentrate on the more complex skills involved with style which cannot be so readily programmed. A significant saving in money and time should be effected, but the courseware that will teach mechanics of writing still resides very much

in the developmental stage. It was the further development and evaluation of such material--and the methods of delivering it--on which this research focused.

THE STATE OF THE QUESTION

Although CAI with its branching sequences should provide more effective learning, most studies comparing CAI and linear texts have not been conclusive. (Studies comparing CAI with "traditional" teaching are ipso facto invalid, since the variables of the "traditional" classroom cannot be controlled.) "No significant difference" appears to be the most frequent conclusion in comparisons between PI and CAI programs. Where differences exist, they are often those of motivation or a more rapid achievement of objectives in favor of the computer. Caldwell (1973), Brown (1969), Mull (1973), Hong (1972), and Johnson (1973) all report students preferred the computer to the printed text. It should be noted that Lenn and Maser (1971) claimed CRT displays used with a CAI for more than half an hour actually tired their subjects, the result being that the printed treatment was more favourably received. (James Martin (1973) has a number of practical suggestions for writing interactive dialogues that diminish negative user response.) However, the motivational potential of the computer must still be seen as potential because of its novelty in the classroom. Perhaps only when the computer becomes as familiar as textbooks (and sufficient data generated) will we determine whether or not the motivational effects of computers are as genuine as early studies claim. Sufficient data to overcome this novelty effect has yet to be

generated; this experiment recorded data on student attitudes in order to add to the available information.

The saving in time frequently reported by CAI programs has been, in some cases, rather misleading. Studies comparing CAI with traditional teaching claimed savings of up to fifty percent (e.g., Homeyer, 1970); but one well-controlled experiment, Dick and Lippert (1968), showed a savings of between only 12% and 17%--significant, but not as dramatic. In studies comparing PI and CAI, however, the results are far more mixed. Dick and Latta (1970), Dick et al (1974), and Lenn and Maser (1971), Bossone and Weiner (1973), Roid (1971), Dick et al (1974), Caldwell (1973), Brown (1969), and Blitz (1972) all reported no significant differences in achievement. Only two studies examined, Grubb and Selfridge (1964) and Aboud and Bunderson (1971) show results in favor of the computer, while Dick and Latta (1970), Mull (1973), and Hong (1972) found superior results with linear texts.

It may be of some value to look more closely at a few typical studies. I have chosen three such studies, all of which compare achievement using CAI and PI, but with quite different results. The first finds in favor of PI, the second in favor of CAI, and the third finds no significant difference.

The first study I would like to look at is "Effects of

Branching in a Computer Controlled Auto-Instructional Device" (Coulson, et al, 1961). Although somewhat dated and using terminology out of current fashion, the experiment appears well controlled and clear in its objectives. The researchers intended to explore the effectiveness of a branching program on a computer (which they called "variable-sequence instruction"); the essential feature of this instruction was that branching decisions were made on the basis of student error and the student's own evaluation of how well or poorly he was doing. The hypothesis that the study tested was that students in such a program would score higher on a posttest than another group in a printed, linear program (which they call "fixed-sequence instruction"). Further, it was thought that the CAI group would complete instruction in less time.

Subjects were thirty high school students, divided into two matched groups. (The authors do not comment upon the fact that all were paid volunteers nor on the effect such a sample might have on the study.) The course material attempted to teach principles of logic, and 345 items were prepared, of which 233 were chosen by an outside consultant for use by the PI students. The consultant organized these items into a sequence which "he felt [my italics] would provide effective instruction". The branching students, of course, had the entire group of 345 items available as frames to which they could be branched, and branching

proceeded on three bases: 1) the cumulative number of errors on each topic; 2) the diagnosis of misunderstanding as indicated by responses to individual questions; and 3) learner control (whether to review or to go on to new material). The content was so written that the first contact students had with a concept (referred to as "the main stream"), was presented in fairly large increments, while the remediation items on the same concept were smaller and more numerous.

The posttest consisted of 95 questions, about half of which were multiple choice, and the remainder "fill in the blanks". The results showed that the CAI group did significantly better: at the .05 level ($t=2.15, df=28$), their mean score on the posttest was 74.3, compared with 65.4 for the PI group. The mean time in minutes required to complete instruction was 116.2 for the CAI students and 129.5 for the PI group. This difference in training time was not found to be significant statistically.

The authors conclude that the new CAI program gave a more accurate diagnosis of student needs and more effective remediation than either the old CAI or the PI programs used in the second study. Low ability students performed as well as high ability ones on CAI, although they did need more time to reach that level. However, low ability students on PI also did as well as high ability PI students; thus branching alone cannot account for the good scores of the

lower ability CAI students. The significant differences in posttest scores result directly, conclude the authors, from CAI's sharper diagnostic procedures and from the effectiveness of the remedial material.

A second study found in favor of PI. "Comparative Effects of Ability and Presentation Mode in Computer-Assisted-Instruction and Programmed Instruction" (Dick and Latta, 1970) followed sixty-four low and high ability high school students through a short course in mathematics. Half the subjects (represented equally by low and high ability students) worked through a printed, 52-frame linear PI text, and the other half used an "enhanced" version of the same material. By "enhancement", the authors mean special remediation hints and the chance to look back and review. Only four additional frames, not available to the PI group, were written for the computer. A 39-item posttest was used for both pre- and posttesting. Before the experiment began, teachers gave the low-ability subjects special help in the terminology they would encounter during instruction, and all subjects worked through an 8-frame PI lesson on another mathematical concept in order to familiarize themselves with the basic format. CAI groups were given a brief explanation on the use of the terminals, and then bussed to the computer centre on the day of the experiment. The PI groups stayed in their own classrooms. (Possible overarousal and Hawthorne effects

caused by travelling to a new environment were not considered by the authors.) Upon completion of the instruction, all students were given posttests.

The researchers wished to test the hypothesis that low ability students would do better on CAI than PI because of CAI's diagnostic and remediation capacities. Further, by using CRT's, they hoped to learn about the dynamics involved in learning from a terminal that did not provide hardcopy.

The data collected consisted of the scores on the posttest, scores on a retention test given two weeks later, the number of errors made, and learning time. The results showed that the PI group did better overall, although there was no significant difference between the two high ability groups. Low ability CAI students, however, did significantly worse than any other group, including low ability PI students. An analysis of various items on the program did not reveal any special problems that would account for this, nor did the variation between constructed or recognition responses appear to contribute to the poor showing by low ability CAI students. Low ability PI students not only scored better than their CAI counterparts, but also showed a significant saving in learning time. Thus, the group most often assumed to benefit from CAI--low ability students--fared far worse than what had been expected. The authors assume that the continuous flow of information on the CRT was too much to be assimilated by low

ability students. They suggest that the control the learner has over review with a printed text should become a feature of CAI instruction, especially when using a CRT. One might assume that hardcopy would overcome this problem of review, but apparently such is not the case: Dearborn and Calingaert (1972) showed that CAI is not necessarily "enhanced by the provision of a feature for the production of hardcopy".

A third study found no significant differences between CAI and PI. "Computer Assisted/Programmed Instruction on the Law" (Lenn and Maser, 1971) used materials developed for police officers, and drew their subjects from both recruits and men taking inservice training. The authors found both CAI and PI "effective" and well received by subjects. Students worked on the PI material for fifteen minutes a day for four weeks, and the difference between pre- and posttest scores was about 19%. (One weakness of the experiment is its failure to be very specific about its data-- hence "about 19%".) The same material taught via the computer was "found to be equally effective as the printed material". However, CAI took longer for the students to complete. (Again, actual time is not reported.) This may well have been because some of the CAI remediation referred students to an adjunct printed text. The computer did appear to have a moderate motivational value which the authors attribute to "novelty". CAI was also judged easier to use than PI when

updating instruction and maintaining records. But costs (which have since fallen dramatically) were too high, the authors felt, to warrant implementation, especially since final achievement was about the same for both groups.

From the authors' description, their PI and CAI materials appear to be quite like most other programs. The PI version was linear, permitting the student to vary only the pace of his progress. The CAI program used student responses to decide whether to review or go on, to provide a second chance on a missed question, or to receive a remedial comment. However, this particular computer program's inability to accept anything but exact matches led the authors to develop a self-testing procedure whereby students wrote their answers on pieces of paper, and decided themselves how close they were to the answers the computer would display. Students then typed either "yes" or "no" ("yes" indicating their answers were correct) and the computer would branch accordingly. The authors judged that such branching was "time consuming and not generally worthwhile": PI students were able to complete material in 2.5 - 4.0 minutes but CAI students averaged 5.0 - 6.0 minutes. This delay, the authors write, occurred because of the computer's delay in responding with remediation and writing out new instructions; further, there was a "possible" distraction caused by the poor quality of print of the CRT used. Typing the answers also was found to slow

down the whole process. That all these problems are merely technical ones which can be relatively easily eliminated was not considered in the study.

The study began with the hypothesis that the "novelty and liveliness" of CAI would increase motivation. In fact, the terminal "tired" students, many of whom requested rest periods after about half an hour. Students also preferred the selfscoring mode used by PI. Finally, students favoured PI because it provided a better chance to review, thus resulting in better "self-pacing" and "self-managing". (Again, these are technical problems relatively easy to solve.) The authors do concede, however, that their sample was too small to make any definitive judgements.

I am not suggesting that the three experiments I outline here are comprehensive in covering the vast literature; nonetheless, I think them representative. They do point to some of the most frequently-cited issues in the literature: does CAI provide a sharper diagnostic instrument because of its branching capacities and do these branching capacities provide more effective remediation; can the flow of information in a CAI lesson come too quickly to be assimilated and therefore does a printed text offer better student control over the rate of instruction; does CAI increase motivation or does the self-scoring feature of PI make it the favoured mode; does CAI result in significant time saving? However, I think that none of these studies

recognizes adequately variables other than the actual delivery system. There are surely differences beyond the fact that one mode branches where another doesn't or that either the student or the machine turns pages. Such oversimplification of research questions may explain, in part ~~at least~~, why the literature is so inconclusive. The right questions are not always being asked, and often a reader would like to know more about what factors other than the delivery system were at work. To this end, this experiment considered the presence or absence of branching as an added factor, and the research design reflected this.

One is faced, therefore, with ambiguous literature. Many of the theoretical advantages of CAI have yet to be demonstrated in practice. Extensive testing by Educational Testing Service of the Plato system, for example, showed "no significant impact on student achievement" according to Sugarman (1978). However, most students enjoyed using the medium nonetheless. Another ETS study on the TICCIT system produced decidedly mixed results, Sugarman reports. Students on the system had a lower completion rate than for students in teacher-led sections. This was especially true for those with relatively low pretest scores, suggesting the CAI's supposed motivational effect on poorer students was not present. Rockart and Morton (1975) put the situation neatly:

In summary, the results in the

drill-and-practice and tutorial modes of instruction are ambiguous at the university level. It does appear that there is evidence to support their use for structured, repetitive kinds of material, although there has yet to be a demonstrable cost-effectiveness finding that would support their use in replacing instructors at the college level. Possible misapplication of the technique vis-a-vis substantive course material, plus the general failure to do research on the impact of such systems, has resulted in a feeling of disenchantment. Little new work except in remedial learning is reported with regard to initial presentation of the material, and no supportive evidence is available in the literature. (p.104)

The content of this experiment--remedial English--falls within the area that Rockart and Morton think most

promising. The mechanics of writing can be structured and require much repetition for mastery. However, the literature does not show sufficient examples of controlled studies comparing remedial English taught by CAI and a printed linear text.

CHAPTER II - HYPOTHESES

OBJECTIVES

The positive hypothesis for this experiment can be stated as follows:

A CAI program in the teaching of the mechanics of writing to a given population results in more effective learning (as measured by post-test scores) than does a parallel, printed linear PI version.

As the problem indicates, CAI (as the term is used here) involves branching the student to different portions of the program, contingent upon responses made. Hence the sequence and rate of learning varies with the individual while a linear program varies only the rate. The primary objective of this research was to demonstrate that the branching capacities of CAI are responsible for its superiority, if any. Two goals also existed. One was to explore the relationship between the amounts of D&P and overall achievement. The second was to demonstrate that a computer is a more efficient means of presenting branching sequences than a scrambled text, the printed equivalent to CAI.

DEFINITIONS

Linear Program:

A printed text in which material is broken down into its constituent parts, placed in frames containing relatively small units of instruction, and which require the student to make a response to each frame. The student receives feedback in subsequent frames, but can use such feedback only to vary the rate at which he completes the instruction.

CAI:

A computer program so constructed as to require no special computing skills by the student, and which presents instruction in a "tutorial" mode, tests to see if mastery has been achieved, and directs the student to the appropriate remediation or D&P sequence. The student can vary the pace, the sequence of instruction, and the amount of D&P.

Branching Sequences: The sequence of frames to which a student is directed on a CAI program appropriate to his needs, and which are contingent upon the responses he makes. A branching sequence may contain remediation, D&P, testing, or presentation of new material.

Drill-and-Practice: A number of questions which provide the student with additional practice in a specified concept or skill.

Effective Learning: The ability of the student to apply the principles enunciated in instruction to sample sentences, as measured by post-test scores.

The hypothesis may be restated more fully as follows:

Students who go through a CAI sequence with branching sequences will perform significantly better on a standardized test than students learning the same material in a printed PI text, whether linear or scrambled. Students who go through a CAI lesson with drill and

practice sequences as well as branching sequences will perform better, on a standardized test than students learning the same material through a CAI lesson with branching sequences only.

THE MATERIAL

The material for all modes was written by myself during the first semester, and revised, produced, and distributed during the course of the second semester. In all, twelve lessons were written. They are:

<u>Lesson Name</u>	<u>Content Covered</u>
CINTRO	The comma to separate introductory elements from the rest of the sentence;
CPAIR	The comma to enclose nonessential elements of a sentence;
CSER	The comma to separate items in a series;
CMAIN	The comma to separate two main clauses joined by a coordinating conjunction;
NOCOM	The conditions governing the omission of the comma;
APOST	The use of the apostrophe;
DANGLE	Identification and correction of dangling and misplaced modifying elements of a sentence;
VERB	Verb tense and agreement;
PRCASE	Pronoun case;
PROGRE	Pronoun agreement;

CAPI The principles of capitalization;

REVIEW A fifty question summary of all other lessons.

Full documentation of these lessons is included in the "Remarks" lines in the computer listings which accompany this thesis. The following is to inform the reader about the general strategies employed in the lesson design, rather than provide an exhaustive discussion of particular lessons.

It became clear as the lessons were being written that no definite hierarchy or entailment sequence of skills could be followed. The skills taught by the lessons are essentially coordinate; each lesson is quite self-contained, and requires no prerequisite knowledge that is taught by any other lesson. For instance, a student would not have to have gone through CAPI to succeed on PROGRE, nor would his mastery of PRCASE be contingent on his mastery of DANGLE. The one exception to this might be REVIEW which does indeed review all other lessons. However, I believe that REVIEW can readily be renamed PREVIEW and used as a diagnostic instrument. The experimental design did not include a pretest, but I intend to produce just such a lesson in the future.

The presence of a flat hierarchy among the lessons does not imply that there are no prerequisite skills needed to do them. Rather, I assumed that the prerequisite skills the

lessons demanded were those possessed by entering collegial students--even remedial ones. Typically, these skills included being able to recognize complete sentences, knowing the meaning of words like "verb" and "noun", and other such basic concepts. However, a fundamental strategy of the lessons was that each time a term--however basic--was introduced, I would include a very brief review. (For example, VERB says to the student: "As you know, a verb is a word that describes an action.") But when the terminology was likely to be less familiar, the courseware went into somewhat fuller detail. (CMAIN, for example, discusses the coordinating conjunction fairly comprehensively.) I tried to find a middle path between writing large amounts of exposition (which tends to diminish the interactive nature of the lessons) and ensuring that no student would have trouble with the lessons because of terminology. As the attitude survey indicates, 87% of the population felt that the pace of the lessons was about right, and 89% said that the degree of difficulty in the lessons was also about right. I take this as confirming my estimates about the amount of prerequisite skills the lessons demanded as well as the appropriateness of the lesson content generally. I think, therefore, that the deliberate incorporation of a flat hierarchy, insofar as it permits a flexible sequence for the student to go through, is desirable.

Each lesson follows the same basic strategy of

presentation. A brief opening statement provides the student with a set of behavioral objectives. Although each lesson contains one major concept, it is broken down into subconcepts. Like the main concepts, these subconcepts teach coordinate skills, and therefore, there is no absolute requirement that they follow a particular order. Each subconcept is introduced by means of a somewhat abstract general statement, quickly followed by a sentence which applies the principle under discussion. The student is then given a sentence of his own in which he has to apply the principle. This first question is written so that in case of an error, the fullest amount of remediation is immediately offered. (This is not true in the linear mode which has no remediation.) Further questions are generated, each one containing remediation frames for wrong answers. In fact, at the outset of the presentation of a concept, even correct answers are given a brief statement of why the answer is correct. This mitigates the effects of students simply guessing. In CAI with D&P, a single wrong answer in a particular subconcept automatically results in the student going through an additional series of questions on the subconcept. These D&P sequences contain about three or four questions, each one having its own set of remediation frames as well. After all the subconcepts have been covered, the lesson ends with a criterion test. Here, the student is told only if he is right or wrong and his score is tallied.

As I have said, each lesson follows the strategy outlined above. However, the nature of the different modes means that there are differences in presentation. Obviously, a student in the paper versions must turn to the proper pages, observe an honour system in terms of looking ahead at right answers, and tally the score himself. The students in the scrambled text with D&P mode are only told to do the extra questions, not automatically placed there. Moreover, the presence or absence of D&P--whether PI or CAI--obviously means different amounts of instruction. This is most striking when one simply compares the sheer bulk of the linear text (which contains only the basic instruction and questions) with the much longer scrambled text with D&P which contains basic instruction, questions, remediation, as well as D&P. While the essentials of instruction were identical, the nature of the delivery system necessitated changes in how the questions were presented. Once again, I direct the reader to the courseware itself for concrete examples.

The following chart shows the basic strategy for the lessons:

1. STATEMENT OF OBJECTIVES PRESENTED TO THE STUDENT
2. INSTRUCTION IN FIRST SUBCONCEPT
3. SAMPLE APPLICATION OF FIRST SUBCONCEPT

4. TEST OF FIRST SUBCONCEPT (SEVERAL QUESTIONS)

5. MASTERY OF QUESTIONS?

YES--PROGRAM CONTROL TO NEXT QUESTION

NO--REMEDICATION

6. MASTERY OF SUBCONCEPT?

YES--GO TO NEXT SUBCONCEPT

NO--D&P

7. REPEAT PREVIOUS STEPS WITH NEW SUBCONCEPT

8. CRITERION TEST

9. RECORD RESULTS

The reader, of course, will recognize that D&P is only possible with two of the modes, and that no remediation is available in the linear mode.

There are also other differences between modes, perhaps not so readily apparent. The printed lessons were reproduced from the computer printouts; and despite careful checking, a number of typographical errors went uncaught. Moreover, it was not always possible to replicate the style of the original computer lesson. For instance, if a student in CAI was asked to identify an error in a particular sentence, he would simply type in his answer, and the computer would scan the answer and reply accordingly. In the scrambled texts, which tell the student to turn to a

particular page for each response, one is faced with the problem of inadvertently prompting the student by selecting certain words in the sentence for him to turn to. Otherwise, one would have had to have a page listed for every single word in the sentence--a clearly unworkable feature. I was not able to assess how much of an effect this had on learning. Nonetheless, I think it important to point out that although material was identical about 95% of the time, some modifications were necessitated by working in a printed as opposed to a computer-assisted medium.

One of the most important features of the CAI--and one which was impossible to replicate in any of the printed versions--was the automatic scorekeeping function. The system recorded and stored every answer the student made as either 1 or 0 (for right or wrong). This meant that a tally was ready immediately upon completion of the lesson. But even more importantly, the student's scores were broken down into subscores (and stored in vectors) that reflected mastery on subconcepts, D&P sequences, and criterion tests. A printout was generated at the completion of each computer lesson which showed precisely which items were answered correctly or incorrectly, what degree of mastery was reached for every concept, whether or not the D&P sequences were effective, whether the criterion test scores were commensurate with the student's work elsewhere in the lesson, and of course, the final score on criterion test.

Since the experiment was limited to comparing the effectiveness of various modes, I have not analyzed this data. Future work, however, will begin with a detailed analysis of the results of all CAI student scores. This will be central, I think, to future revisions; defective questions will be eliminated, effective ones used as models for new material. One especially interesting possibility would be, to generate data reflecting how clusters of questions have been answered. For example, one could examine how constructed response questions compared with multiple choice questions or the degree to which the population correctly answered the first, second, or subsequent questions on a particular subconcept. High on a list of priorities should be the creation of a file system so that such data can be deposited directly into a separate scorekeeping file for later analysis.

I also believe it is important to note that labour problems occurred at Vanier during the sixth week of the research. Approximately 80% of the students had completed all CAI lessons when the College was closed by a strike which lasted for five weeks. Although Concordia University made both their computer and classroom facilities available so that the students could complete the program without interruption, it proved impossible to arrange for more than about 60% of our treatment populations to participate. Rather than compromise the data, which would have been based

on very different conditions, I decided to wait until the strike was over to continue so that all subjects would be tested under the same circumstances. Although I cannot fully assess the effects of the strike in terms of final test scores, I can say that the research design ensured that these effects were felt equally throughout the test population. Because the primary objective was to measure the relative value of five different modes of delivering instruction (rather than measuring pre- and post-treatment gains), I think the results are valid. However, I also recognize that the posttest after a five-week delay may not yield fully generalizable results. Although I have only anecdotal and impressionistic evidence, I think that the students did regress somewhat during the strike, and that an uninterrupted experience would have been decidedly preferable. I can only repeat that because subjects were randomly assigned to treatment groups, the negative effects should be felt equally throughout. One other point, however, should be made. The mortality rate for the experiment was felt only after the strike; all of the dropouts (about 7 of 82) participated up to the strike.

Finally, I should report that I experienced no serious problems in terms of student ability to handle the terminals. Very little time--literally a few minutes--was required to instruct students. Only about 5 to 10% of regular sessions on the terminals were missed (often by the

same ~~three~~ or four students), and most were made up promptly. In short, except for the system failures, there were few if any serious logistical problems encountered.

CHAPTER III - PROCEDURE

POPULATION

The subjects of this experiment were 75 remedial English students enrolled in first-year courses at Vanier College, Snowdon Campus. A remedial student was defined as one who had scored in the lower fifth of those students taking the Missouri College English Test (Callis and Johnson, 1964). This standardized test was given to all first-year students during September 1977; some students were placed in remedial writing courses as a result of this test, and they were excluded from the study. Eighty-two of the remaining students were enrolled in English 190 and English 404, remedial writing courses which began in January 1978. There were four sections of these courses, with approximately twenty students in each one. These students acted as the five treatment groups.

PROCEDURE

The experiment randomly divided the original 82 students into five treatment groups: 1) printed linear text; 2) printed scrambled text; 3) printed scrambled text with D&P; 4) CAI without D&P; and 5) CAI with D&P. I identified the groups as follows: 1) L; 2) B; 3) XB; 4) C; and 5) XC. (There was a mortality rate of 7 students, reducing the final total of the population to 75.) Material was presented to each group only through the designated treatment. The classes met for the standard three hours a week with an additional one hour being set aside for work on the specialized material. In the case of the students assigned to the two CAI modes, this time was spent as a regularly scheduled hour at the terminal. The other three groups were permitted to select their hours to work on the printed texts. Classroom time was devoted largely to developing skills other than those taught by the five treatments; thus a significant amount of instruction was given on logic, organization, argumentation, and the correction and review of student work.

Each week, students completed one or two lessons and wrote the criterion test at the completion of each module. Because the printed lessons were distributed in class without the kind of monitoring afforded by the CAI scheduling, the teachers were unable to know if the PI students were or were not working their way steadily through

the lessons and writing the criterion tests, although so instructed. It was possible to collect data on the performances of only the computer groups as they worked their way through the lessons; and therefore, this data was not used in making the final evaluation between modes. Further, it was assumed that PI is by nature more selfpaced than CAI where the students have only so much time to use the terminal. Monitoring PI groups would have, one might suggest, somewhat distorted the PI experience because such a procedure would not necessarily go on in an ordinary course using PI materials.

Monitors were present at every CAI session to ensure that students had no difficulty operating the equipment. They did not, however, answer any questions pertaining to the lesson content. The presence of monitors was necessary because the system did not have the features that would have permitted students to work completely independently (for example, their own accounts, a start-restart function, automatic recording of scores and relevant data into a separate and cumulative grade file). The presence of the monitors was necessary, therefore, not because of the intrinsic drawbacks of CAI but because of deficiencies in the system.

As I have said, all groups worked independently, the major difference being that computer groups were scheduled at particular hours each week. This was done to ensure that

the limited terminal facilities be made available to students on a fair and equitable basis. For the first eight weeks of the experiment, this presented no difficulties. However, labour problems at Vanier, which closed the school for five weeks, necessitated an accelerated schedule when classes resumed. It is difficult to assess the effect of such acceleration. At any rate, the paper groups also had to work their way through the remaining texts at a faster pace.

The computer groups encountered a number of problems similar to those cited in many other studies. The most serious was the breakdown of the timesharing system; such system "crashes" occurred about two or three times a week, and varied from a few minutes to about an hour. This meant that students had to come back for makeup sessions. Much worse, however, were those times when the system failed just as a student was in the middle of a lesson. The data accumulated on that student's progress would be lost, and there were not facilities either to restore this data or to permit the student to restart at the point of the system breakdown. (One could use carbon paper sets in the terminal and manually collect data in case of system failure, but this clearly is a second best alternative.) This may account for the relatively large amount of frustration expressed by the CAI groups in their overall assessment of the program (see Table VI--Attitude Survey). Such problems are, of

course, all too common in CAI in which timesharing is used. Moving to minicomputers would be one solution; but, given the present state of the hardware, it would require giving up a considerable portion of the computing power available on large timesharing machines.

The printed texts had deficiencies of their own. The PI books were reproduced from the computer listing and so were distributed about a week after the computer lessons were ready to be used. Restrictions on time and funds meant that production values for the books were less than one would have wished. Simply because of the problems of producing and correcting masters (with one master for every page), there were more typographical errors in the printed version. And physically, the books--which were mimeographed and stapled together--lacked visual clarity and durability. However, as the attitude survey indicates, students did not seem to consider these problems as major issues.

Most students in the computer groups took about thirty minutes to an hour to complete a lesson. As one might expect, the computer D&P group finished somewhat more slowly than the group without D&P. But students did not complain about feeling pressures of time. It was not possible to gather data for the paper groups on time spent since they generally worked on their own and often at home. However, they too did not vocalize complaints about time spent (see Question 22 of the Attitude Survey). In fact, it is my

feeling that one of the usual measures in this kind of research--time to complete the work--is not an important issue. One is more interested in students achieving mastery than in the amount of time they take.

At the completion of the lesson, all students sat for a posttest based on three standardized tests (The McGraw Hill Writing Skills Test, The College English Placement Test, and The Missouri English Test). I will review the problems associated with choosing an appropriate test instrument in the Conclusion section of this thesis. In brief, complete sections of these three tests were removed and reproduced in a single format. Care was taken to adhere to the time restrictions of the original tests. Some editing was necessary because no commercially available standardized test adequately covered the material in the lessons. Thus one test might assess a student's logical skills, another spelling, and a third his stylistic problems--none of which were part of the instruction given the treatment groups. In addition, data was collected in the form of essays students submitted during the course of the semester. This was further broken down into an overall score and the average of the last three assignments. I report on the results below.

DESIGN

The experiment can be diagrammed as follows:

R1	X1	01
R2	X2	02
R3	Y1	03
R4	Y2	04
R5	Z	05

where X1 is the computer without D&P, Y1 is the scrambled text with D&P, Y2 is the scrambled text without D&P, and Z is the printed linear text.

DATA AND INSTRUMENTATION

Data were based on the following observations: 1) A 70-item posttest combining complete sections of The McGraw-Hill Writing Skills Test, The College English Placement Test, and The Missouri English Test. These three standardized tests were edited to reflect the materials actually taught by the lessons, with inappropriate questions removed and time constraints readjusted accordingly; 2) The average of all essays submitted during the course of the semester; 3) The average grades of the last three essays submitted during the semester; 4) A 26-item attitude survey.

CHAPTER IV - RESULTS

The relative achievement of the five treatment groups was measured by means of a one-way analysis of variance of test scores, average grades for all essays submitted during the semester, and the average grade for the last three essays submitted. These results are shown in Tables I, II, and III respectively. (One student from group XB and one from group B completed the lessons and sat for the posttest, but withdrew before completing their essay assignments. Hence the discrepancy between the number of subjects in Table I and in Tables II and III.)

TABLE I ANALYSIS OF VARIANCE OF TEST SCORES
FOR THE FIVE TREATMENT GROUPS

<u>VARIATION</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F TEST</u>
TOTAL	74	7805.28		
TREATMENTS	4	389.968	97.4919	.920
ERROR	70	7415.31	105.933	

DF=Degrees of freedom

SS=Sum of squares

MS=Mean square

TABLE II ANALYSIS OF VARIANCE TABLE COMPARING
SCORES ON ESSAY AVERAGES FOR THE WHOLE SEMESTER

VARIATION	DF	SS	MS	F TEST
TOTAL	72	2156.16		
TREATMENTS	4	26.0662	6.51656	.208
ERROR	68	2130.1	31.325	

TABLE III ANALYSIS OF VARIANCE TABLE FOR AVERAGE
SCORES OF THE LAST THREE ESSAYS

VARIATION	DF	SS	MS	F TEST
TOTAL	72	2383.37		
TREATMENTS	4	84.9074	21.2268	.627
ERROR	68	2298.46	33.8009	

The F-scores for all three tests were not significant. Results are similar for all measures. In order to ascertain whether the results obtained here were from populations with normal distributions, the means and standard deviations for all groups were examined. The results are reported in Table IV.

TABLE IV THE MEANS AND STANDARD DEVIATIONS OF TEST
SCORES FOR THE FIVE TREATMENT GROUPS

<u>GROUP</u>	<u>N</u>	<u>MEAN</u>	<u>S.D.</u>
Linear	17	65.13	10.17
Scrambled without D&P	14	58.37	7.03
Scrambled with D&P	18	63.33	9.42
CAI without D&P	12	60.86	19.37
CAI with D&P	14	61.23	11.97
All groups	75	61.35	12.38

Results indicate a normal distribution.

Because the sample population included a number of students whose previous education was not entirely in English, a Chi-square analysis was performed to test whether any treatment group had a disproportionate number of such students. The results are reported in Table V.

TABLE V CHI-SQUARE ANALYSIS OF DISTRIBUTION OF SUBJECTS
WHOSE PREVIOUS EDUCATION WAS NOT ENTIRELY IN ENGLISH

	B	XB	L	C	XC
Non-English	4*	5	4	2	2
	(3.1)**	(4.0)	(3.8)	(2.9)	(3.1)
English	10	13	13	11	12
	(10.9)	(14.0)	(13.2)	(10.1)	(10.9)
Total	14	18	17	13	14

Chi-square.....1.519

Degrees of Freedom.....4

(Not significant)

* Observed frequencies

** Expected frequencies

No significant differences were found between groups.

An inventory of student attitudes about the different modes was conducted. The results of 18 key questions (that is, those that dealt directly with the delivery systems rather than content) are shown in Table VI. The survey itself is reproduced in Appendix I.

TABLE VI PERCENTAGE OF FAVOURABLE RESPONSES ON ATTITUDE SURVEY

QUESTION	ALL GROUPS	XC	C	XB	B	L
1*	NA					
2*	NA					
3*	NA					
4	64	64	77	61	65	59
5	72	57	60	89	76	71
6	46	43	46	45	50	47
7	75	78	54	88	64	88
8	68	64	38	78	71	82
9	77	71	61	89	71	88
10	70	64	54	67	86	76
11	70	88	70	77	64	53
12	62	64	54	78	50	59
13	76	79	77	71	79	76
14	71	86	70	61	71	71
15	82	93	77	72	71	94
16*	95	100	93	100	93	88
17*	93	86	100	100	93	88
18*	41	43	46	22	57	47
19	72	93	85	67	57	65
20	71	93	69	78	64	53
21	82	78	78	83	78	82
22	70	64	84	78	50	83
23	58	50	61	61	43	71
24	67	57	77	72	50	77
25*	87	92	85	89	86	82
26*	89	86	100	76	93	94

*These questions pertain directly to content or language of previous education.

XC=CAI with DP

C=CAI with no DP

XB=Printed scrambled with DP

B=Printed scrambled with no DP

L=Printed linear

In Table VII, I report on the one-way analysis of variance performed on this data. No significant differences were found.

TABLE VII ANALYSIS OF VARIANCE FOR PERCENTAGE OF FAVOUR-
ABLE RESPONSES ON ATTITUDE SURVEY

VARIATION	DF	SS	MS	F TEST
TOTAL	89	16462.9		
TREATMENT	4	878.511	219.628	1.197
ERROR	85	15558.4	183.346	

The results suggest that there are no significant differences in achievement or attitude among all groups. The random assignment of population to various treatments showed that no mitigating factors such as previous education in English made any difference in the data collected. One cannot attribute the lack of significant differences to any anomalies in the sample. The test scores and the two sets of essay scores also show no significant differences. If the posttest had lacked content validity, one might have found marked differences in results between test scores and essays. This was not the case. There is only slight evidence that the CAI group with D&P was doing better as the semester progressed; the mean scores for the final three essays of the CAI with D&P did improve. In fact, their mean score went from being the lowest ranked on the test results to the highest on the last three essays. However, these

results are not statistically significant.

The results of the attitude survey show that all groups expressed favourable responses to the program, regardless of delivery mode. Scores on the survey were regrouped into "favourable" and "unfavourable" for 18 key questions. In looking at these statistics, there were some differences of note. Eighty-six percent of the CAI group with D&P considered theirs an "enjoyable" experience as compared to 71% for all groups (and a low of 61% for the scrambled texts with D&P). Ninety-three percent of them also thought that they learned more efficiently compared to a group average of 72%. However, 43% of the CAI with D&P group (and 40% of the other CAI group) reported frustration at times, compared to a group average of 28%. This can likely be attributed to the system malfunctions. All groups reported very favourably about the appropriateness of the pace (87%), level of difficulty (89%), and clarity (95%) of the lessons. This indicates a high acceptance for the materials themselves, regardless of the way they were delivered.

CHAPTER V - CONCLUSIONS

My hypothesis was that a CAI Program in the teaching of the mechanics of writing to a given population results in more effective learning (as measured on a standardized test) than a parallel printed linear or scrambled version. The results of the experiment show no significant difference in achievement among the treatment groups. This holds true whether one examines test scores, average grades for all submitted essays, or averages for the last three essays only. Scores on all three measures were remarkably consistent; only CAI with D&P changed rank among the treatments for the results of the final three class essays, but the mean scores here were not statistically significant. Consequently the hypothesis was not sustained.

I do not take the consistency of these results as definitive because I am not convinced that the posttest was sufficiently comprehensive and discriminating. Aiming for maximum objectivity, as well as recognizing the limitations in devising a fully reliable measuring device, I chose to use a hybrid of three commercially-available standardized tests. But this new test included only four categories of errors (punctuation, grammar, capitalization, verb) and a "no error" response--a constraint imposed by the opscan sheet answer format. The lessons themselves had made many more discriminations. Secondly, the test required only a

recognition of an error via a multiple choice question, not a recognition and a correction. Again, this was different from the lessons themselves. In fairness, the test did have the virtue of being derived from standardized tests, readily administered, and having a format that would favour no one treatment group. Moreover, the test questions themselves had been the basis for much of the content of the lessons, even though the styles of presentation were dissimilar. Thus, given the lack of the kind of commercial standardized test needed and the constraints of time that made it impossible to construct a more reliable test, a realistic compromise was made.

However, it was also thought necessary from the point of view of skill validity to look at essays as well. Because essay writing tests the student's ability to generate his own correct sentences--rather than respond to errors in someone else's--I think it to be potentially the most valid instrument in terms of the global goal of improving writing. One must recognize also, however, that even with marking essays with a checklist (as was done), certain subjective judgements are inevitable. This is less true when one looks at mechanics rather than style, but such things as logic, organization, etcetera are all components of an essay's final grade. Thus once again I was faced with making a compromise in our test instruments; and again, given the various constraints of research, I believe I have

been realistic.

Essay scores were also broken down one further degree by isolating the average mark for the last three essays. I reasoned that these essays reflected the student's skills after he had gone through all or nearly all of the lessons. Although one finds no statistically significant differences in both sets of essay scores, one can detect a slight trend in favour of the CAI with D&P group. Their improvement was the largest in raw scores. Further research should try to investigate what factors led to this result.

I might point out again the effects of the strike. The original intention was to use the PI and CAI lessons during the first part of the semester only; the skills taught then would be refined and reinforced by essay writing in the last part of the course. But it became necessary to abandon this plan because of the time lost; students worked on the lessons virtually up to the day of the final test. Since I think that neither CAI nor PI is suited for more than an adjunct role in a total writing program, I regret that this material had to be relied upon so heavily.

Neither could one be fully satisfied with the population of the experiment. It had been the intention to deal only with remedial students who were native speakers. About 28% of our subjects were actually second-language students whose problems were quite different than those for

whom the lessons were designed. The Chi-square test that was carried out did not reveal that any of the treatment groups had a disproportionately high number of second-language students, and thus I consider my results valid. But one might speculate that overall achievement would have been greater had this unexpected variable not been there.

INFORMAL CONCLUSIONS

That significant differences in achievement were not found is both puzzling and yet quite consistent with the research literature. The theoretical advantages of CAI--dynamic, individualizing, motivating and so forth--should have produced important changes in learning. But this study finds no real evidence of this; and one cannot say that similar other studies have been more successful. Does this suggest that CAI should be abandoned? After all, what does one gain from the time and money invested that other delivery systems can't give? From the point of view of a designer and implementer of both CAI and PI material this year, I would like to speak to that question.

For the teacher-designer who wishes to produce materials for his population, CAI does have a number of clear advantages. Like PI, a well-designed CAI lesson can teach students, and in so doing, free teachers to

concentrate on more complex tasks. Like PI, CAI allows the student to work at his own rate in those areas where his needs are greatest. And like PI, CAI can give students opportunities for extra practice. But PI soon reaches a point where additional materials become very difficult to deliver. Revisions to a CAI program require simply accessing the lesson and entering a new line. The updated lesson is available to students without delay. To revise PI requires the production of new masters, new printing, collation, and so forth. Given these conditions, one hesitates to make major revisions to PI (and minor corrections like typographical errors get even shorter shrift in practice). The experience reported here demonstrated that the extra time and money spent producing PI texts--even with the best and most diligent intentions--did not result in a truly satisfactory product. All other things being equal, then, CAI is far more convenient to update, revise, and expand. How much more remains to be dealt with under controlled conditions.

Historically, cost has been the most potent argument against CAI's implementation. This is no longer convincing. Hardware costs have dropped dramatically and all indications are that they will fall still more. (Expenses for the experiment largely were incurred in the design of the lessons, not the purchase or operation of equipment.) Moreover, the interactive nature of CAI allows a course

author to write his lessons directly at the terminal, minimizing the need for secretarial and other support help. I estimate the cost of producing the PI texts--exclusive of lesson design--to be about \$1284. The cost breakdown goes as follows:

Typing (from computer listing)	45 hours
Producing thermofax from masters	1
Running off dittos	2
Collating	4
Total	22 hours

At \$3.50 an hour, personnel costs come to \$77 per lesson, to which must be added about \$25 for materials, and between \$2.50 and \$5.00 for stapling. Thus each PI lesson cost the College \$107.00, or \$1284 in all. (These are very conservative estimates, one should note.) Should one want to use the lessons again, one would still incur six hours of time per lesson for running off dittos and collating (or \$21.00). The stapling and paper charges would bring the price to about \$50 per lesson reprint, or \$600.00 for all twelve. In contrast, the CAI groups required about \$20 worth of paper (2000 sheets at about \$10/1000), and the use of a CRT would reduce paper costs to literally nothing. Line charges for the terminal cost the College about \$250. Whether or not to include CPU time is a question. On one hand, the Ministry of Education provides computer services to all CEGEP's without charge. It seems wasteful not to use these facilities. It is true, of course, that the CPU costs

are borne ultimately by the taxpayer, if not by the College directly. But it simply does not follow that given the conditions under which the College works, costs for using CAI are prohibitive. The major expense, as I have said, is the design and development of the actual courseware, but such costs can be amortized by extending the use of CAI lessons to many more students. On a per-student basis, I think such instruction will prove to be cost effective.

A third major advantage CAI has over PI, is its ability to gather data on how individuals learn and how, therefore, we should teach. The encoding of a CAI lesson presupposes an exhaustive preparation. Although careful planning is the hallmark of all good instruction, only CAI, I suggest, makes it a necessary condition. These particular CAI lessons were designed so as to record each student response in terms of a 1 or 0 (for right or wrong). I think this data will be invaluable for revisions. Defective questions will be eliminated and successful ones will act as models for additions. Moreover, one can go back over this data and try to find out what we can about the learning styles of the population. As more students use the lessons, more data will be generated, and procedures can be refined to make such information even more relevant to the problems of how and why students acquire--or fail to--the skills the program taught. PI simply does not lend itself to such research. The computer operates unobtrusively; students have no sense

that their responses are being recorded. To ask the PI student to return his book to the teacher so that his answers can be charted--a nightmare simply in terms of logistics--would very likely change the PI experience substantially. I think that such data should be gathered and that CAI has a clear advantage in doing so. In fact, I think that such data is the key to solving the basic problems associated with CAI research. At first blush, comparisons between CAI and PI seem quite fruitful--two different delivery modes for similar populations, using essentially parallel materials appears to mean that only one independent variable is being manipulated. But, in fact, I have come to recognize in the course of performing the experiment that there are a great many more variables at work than just the delivery system. CAI doesn't merely branch where PI doesn't (or merely branch more rapidly than a scrambled PI text): it interacts dynamically with the student, and that dynamic interaction provides an experience different in kind than PI, rather than just degree. As each student traces his own path through a CAI program--with as many possible combinations as there are learners and frames--the experience is far, far different from a linear progression. How that difference makes itself manifest, what can we say about why and how these paths evolve, what the implications are for different sorts of branching--these are the issues that now seem to me to be the most interesting. I believe researchers should be less concerned

With whether or not CAI is better than other systems; they should rather ask the questions about what elements of CAI work for what materials, for what populations, and under what conditions. Indeed how can the computer's capacity to store and retrieve information literally in nanoseconds be exploited? How can a computer's potential for artificial intelligence be used in CAI? What sort of learning theory should we call upon when writing CAI programs that is different from that used in PI or other modes of instruction? What sort of data should we be collecting about the people who go through a program--simply overall achievement? The number of errors made? The places where these errors occur? What sorts of remedial strategies can be matched to particular styles of learning? Research must begin to address itself to these kinds of questions rather than on what may well be a somewhat spurious issue of what is better, PI or CAI. The truth, I suspect, is not a matter of better or worse, but of essential differences that would lead one to employ one medium under one set of circumstances and not another.

Perhaps the reason the literature is so inconclusive about the choice of media is because researchers have tended to concentrate more on differences between the two treatments than on differences within each treatment. This is the sort of research problem that is neither new nor peculiar to comparisons between CAI and PI. As early as

1928, R.B. Spence wrote:

The problem that must be solved is not the question "Is Method A better than Method B or Method C?" but rather, "What are the conditions under which Method A produces more effective results? What are the situations where Method B is best, etc."

(Spence, 1928, p.426)

Almost forty years later, Briggs et al (1957) argued that the lack of significant differences between media in making learning effective might well be because "each of the media compared was more effective for some elements of instruction and less effective for others", the net result often being that each one canceled out the other's benefits. Chu and Schramm (1967), reporting on educational television, concluded that it was not the "fanciness that might be peculiar to television" that made for effectiveness, but rather "good teaching . . . qualities like simplicity, good organization, motivation . . .". Chu and Schramm's definition of good teaching may not coincide with everyone's nor be specific enough; it does, however, underline the point that without sound, well-articulated, and well-researched pedagogical principles informing instruction, the choice of particular media becomes less critical. The conclusion reached by Chu and Schramm's study seems to me to be especially to the point here: given

favourable conditions pupils can learn from any instructional medium now available. The refinement of the meaning of "favourable conditions" should be the first order of research if we are to come to understand what is truly effective in PI and CAI. And as I've said before, CAI, requiring the course author to articulate his strategies fully before encoding, is especially useful in helping us towards that difficult notion of "favourable conditions".

W.H. Allen (1971) also is worth quoting:

The study of three-way interaction of stimulus, task, and learner is extremely complex . . . the folly of assigning generalized and all-inclusive attributes to specific classes of media under all conditions is finally being appreciated . . . [proper research will lead] to the evolution of taxonomies of unique media effects so that we can predict that the use of a particular instructional medium will lead to specified learning outcomes with different kinds of learners.

I think now that future work must pay more attention to what constitutes "good teaching" for CAI or PI. We should be less concerned with demonstrating the superiority of one mode over the other, but instead try to discriminate between

the elements of each that makes it uniquely effective.

In addition to these general research questions, I would also like to recommend a number of changes for implementing the material. I think sharper diagnostic tools are needed before the student begins to work his way through the lessons. The experimental design this year did not use a pretest because the experiment looked at the relative effects of the different media rather than absolute gains. It was therefore decided not to risk sensitization by the pretest. In a classroom context, however, diagnostic pretesting would enable the teacher to identify the particular problems of the students and direct them accordingly. (If a reliable cognitive style mapping system were available, this too should be incorporated into the pretesting procedure.) I also think that the lessons should be reinforced by class time; again, the experimental design did not admit this extra variable. But I do think that students would benefit by such extra help. One might also suggest that an additional test on each lesson be administered, with the scores to count towards the final grade. The criterion tests which are part of the lessons are really intended as vehicles to inform both student and teacher about the progress being made; they were not designed as tools of formal evaluation. To change them in this way would make the lessons another obstacle to be hurdled, rather than learning for its own sake. One should

not press this last point; how the material will be used must finally be left to the professional judgement of the classroom teacher.

Indeed, it should be emphasized that the lessons should not be considered as anything more than an adjunct activity. They are certainly no substitute for constant and personal supervision of writing. At best, CAI or PI can make a beginning on the serious and difficult task of teaching writing correctness. To claim that twelve or so hours at a computer terminal--or, for that matter, fifteen weeks in a classroom--can produce an accomplished writer is simply to mislead. The lessons could not always produce even merely competent writers, an experience familiar to teachers of composition.

But, in summary, the experiment did reach a number of important conclusions. First, it suggested that the design of a lesson is more important than its delivery system. A poorly-designed lesson will not teach regardless of how sophisticated the medium by which it reaches the student. Second, CAI can make a significant contribution to effective instructional design because it requires the articulation of the underlying rationale of instructional decisions. Such articulation enforces a crucial examination and evaluation of instructional strategies, and while it is a desirable condition for all good teaching, only CAI makes it so central. A badly planned CAI program not only will fail to

teach, but it will be virtually impossible to encode. Third, the experiment showed that the cost of CAI need not be thought of as an insurmountable obstacle. Indeed, given the context of Vanier College, CAI is cost-effective now. Finally, CAI can be a useful tool in the gathering of information about how students learn. As it collects data, it is both convenient and unobtrusive. Based on the results of this experiment, then, one can conclude that future CAI research should not concern itself with its real or imagined superiority over other kinds of instruction, but with the ways in which its particular advantages--especially the development of new teaching materials--can be strengthened.

Appendix I:

STUDENT EVALUATION OF TERMINAL AND BOOKLET GRAMMAR LESSONS

Please answer the following questions about the lessons you did this semester in Effective Writing and Linguistic Structures. Your responses will provide valuable information for evaluating and changing them. Thank you very much for your help.

Fill in the appropriate answers on the sheet provided.

1) I took these lessons in the following format:

C	XC	L	XB	B
1	2	3	4	5

2) My first language is:

English	French	Other
1	2	3

3) The language in which I did my previous schooling was:

English	French	Other
1	2	3

Use the following key for the rest of the questions:

<u>Strongly agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1	2	3	4	5

When using the lessons, I generally experienced:

- 4) fun
- 5) Frustration
- 6) a challenge
- 7) annoyance
- 8) involvement
- 9) confusion
- 10) boredom
- 11) encouragement
- 12) control
- 13) success

14) Using the lessons was an enjoyable experience.

15) The method of presenting the material in the lessons distracted me from learning.

- 16) The major points of the lessons were made clear.
- 17) I learned what the lessons tried to teach.
- 18) I already knew the material covered in the lessons.
- 19) I think these lessons helped me to learn the material more thoroughly than any other form of instruction would have.
- 20) These lessons helped me to learn more efficiently than other ways that I have been taught.
- 21) The lessons were more interesting than traditional classroom/textbook instruction.

- 22) I spent too much time on the lessons.
- 23) I would have preferred spending more time on the material in class.
- 24) I would like to take another course using this same approach.

- 25) The pace at which the lessons came was:

Much too fast	Too fast	About right	Too slow
1	2	3	4

- 26) The content of the lessons was:

Much too difficult	Too difficult	About right	Too easy	Much too easy
1	2	3	4	5

- 27) Write any other comments in the space below and return this sheet.

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00110 REM VANIER COLLEGE
00112 REM COPYRIGHT 1978
00120 REM WRITTEN BY ARNOLD KELLER
00122 REM ADDITIONAL MATERIAL BY ANNE BLOTT
00125 REM FINAL DRAFT--SEPT 78/LW
00126 REM CONCEPT 1 IS 'INTRODUCTORY WORD'
00127 REM CONCEPT 2 IS 'INTRODUCTORY PHRASE'
00128 REM CONCEPT 3 IS 'INTRODUCTORY CLAUSE'
00129 REM QUESTIONS 45,46,47,48
00130 REM D&P--BEGINS 3030--QUESTIONS 49,50,51
00132 REM CT--BEGINS 4820--10 QUESTIONS
00134 PRINT"PLEASE ENTER YOUR NAME AND ID NUMBER."
00136 PRINT
00138 INPUT Z9$
00140 PRINT
00150 PRINT
00160 PRINT "IN THIS LESSON,"
00170 PRINT "YOU'LL LEARN HOW TO USE THE COMMA"
00180 PRINT "TO SEPARATE THE INTRODUCTORY ELEMENTS"
00190 PRINT "OF A SENTENCE FROM ITS MAIN PART."
00200 PRINT
00210 PRINT
00220 PRINT "HERE IS A FORMULA WHICH WILL HELP YOU TO DO THIS:  "
00222 PRINT
00224 PRINT"*****"
00230 LET FS="XXX,YYY"
00240 PRINT FS
00250 PRINT"*****"
00260 PRINT
00270 PRINT "'XXX' IS THE INTRODUCTORY ELEMENT"
00280 PRINT "AND 'YYY' IS THE MAIN PART OF THE SENTENCE."
00290 PRINT
295 GOSUB 80000
00296 REM GOSUB 80000 IS A PAUSE SUBROUTINE USED AT VARIOUS POINTS
00298 REM THROUGHOUT THE LESSON TO ALLOW THE STUDENT TO PACE THE SPEED.
00300 PRINT "LOOKING AT THE FORMULA,"
00310 PRINT "YOU CAN SEE THAT THE INTRODUCTORY ELEMENT"
00320 PRINT "IS ALWAYS FOLLOWED BY A COMMA,"
00330 PRINT
00340 PRINT
00350 PRINT
00360 PRINT "'XXX' CAN BE A SINGLE WORD,"
00370 PRINT "A CLAUSE,"
00380 PRINT "OR A PHRASE."
00390 PRINT
00400 PRINT
00410 PRINT "BUT WHATEVER IT IS,"
00420 PRINT "IT'S ALWAYS FOLLOWED BY A COMMA."
00422 GOSUB 80000
00430 PRINT
00440 PRINT
00450 PRINT
00460 PRINT "HERE IS AN EXAMPLE OF A SENTENCE WITH AN INTRODUCTORY WORD"
00470 PRINT "FOLLOWING THE FORMULA WE'RE SPEAKING ABOUT."
00480 PRINT
00490 PRINT

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00500 PRINT "'HOWEVER, I MAY BE ABLE TO COME AFTER ALL.'"
00510 PRINT
00520 PRINT
00530 PRINT "THE WORD 'HOWEVER' INTRODUCES THE MAIN IDEA IN THE SENTENCE"
00540 PRINT
00550 PRINT
00560 PRINT "TO DEMONSTRATE THIS, HERE IS A SENTENCE WITHOUT "
00570 PRINT "A COMMA AFTER THE INTRODUCTORY ELEMENT."
00580 PRINT
00590 PRINT
00592 REM CONCEPT 1, QUESTION 1 (A)
00594 REM QUESTION 45
00600 PRINT "'ABOVE THE SUN SHONE BRILLIANTLY '"
00610 PRINT
00620 PRINT
00630 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
00640 PRINT
00650 PRINT
00660 PRINT
00670 INPUT A$
00680 IF A$="ABOVE" THEN 00760
00690 IF A$="SUN" THEN 00850
00692 REM THIS ANALYSIS OF INPUT IS USED TO DIRECT THE STUDENT TO
00693 REM THE APPROPRIATE EXPLANATION FOR HIS RESPONSE.
00694 REM EACH ERROR RECEIVES AN INDIVIDUALIZED EXPLANATION.
00695 REM SIMILAR ANALYSIS IS DONE FOR EACH QUESTION.
00700 PRINT "NO."
00702 LET A1=1
00710 PRINT "YOU'RE QUITE A WAY OFF HERE."
00720 PRINT "ASK YOURSELF WHAT IS THE SUBJECT OF THIS SENTENCE; "
00722 PRINT
00730 PRINT "THAT IS, WHAT WORD TELLS YOU WHAT IS THE MAIN ACTOR IN IT."
00740 PRINT "TRY AGAIN."
00745 REM STUDENT DIRECTED BACK TO QUESTION
00750 GOTO 00600
00760 PRINT "RIGHT."
00762 LET A=1
00763 REM L.764 AVOIDS SPECIFIC EXPLANATION WHEN ANSWER CORRECT.
00764 GOTO 982
00765 REM L.762 IS A COUNTING MECHANISM USED TO KEEP
00766 REM TRACK OF STUDENT'S SCORE ON EACH QUESTION.
00767 REM A LETTER, E.G., A,B, IS ASSIGNED TO EACH QUESTION
00768 REM WHEN CORRECT, THE VALUE IS 1; WHEN INCORRECT, 0.
00769 REM A SIMILAR LINE OCCURS AFTER EACH EXPLANATION.
00770 PRINT "BUT IT ISN'T IMMEDIATELY OBVIOUS THAT 'ABOVE' IS A"
00775 PRINT "SEPARATE UNIT UNLESS THAT INTRODUCTORY WORD"
00780 PRINT "IS SET OFF BY A COMMA."
00790 PRINT
00800 PRINT "WITHOUT THE COMMA, MOST READERS WOULD THINK"
00810 PRINT "THAT THE FIRST PART OF THE SENTENCE WAS"
00820 PRINT "'ABOVE THE SUN'."
822 GOSUB 80000
00830 PRINT
00840 GOTO 00990
00842 REM STUDENT DIRECTED TO NEXT QUESTION.
00850 PRINT "NO."

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00852 LET A1=1
00860 PRINT "ASK YOURSELF WHAT WAS IT 'ABOVE THE SUN!'"
00870 PRINT "THAT SHONE BRILLIANTLY.!"
00880 PRINT
00890 PRINT
00892 GOSUB 80000
00900 PRINT "THERE IS NO ANSWER TO THAT QUESTION THAT CAN MAKE SENSE"
00910 PRINT "GIVEN THIS SENTENCE."
00920 PRINT "WHAT SHONE BRILLIANTLY?"
00930 PRINT "THE SUN SHONE BRILLIANTLY, NOT WHATEVER"
00940 PRINT "WAS ABOVE THE SUN."
00950 PRINT
00960 PRINT
00970 PRINT "TRY AGAIN."
00980 GOTO 00600
00982 IF A1=1 THEN 986
00984 GOTO 770
00986 LET A=0
00988 GOTO 770
00989 REM ABOVE LINES CHANGE VALUES TO 0 FOR TRY AGAIN.
00990 PRINT "HERE IS ANOTHER EXAMPLE?"
01000 PRINT "THIS TIME USING A PHRASE."
01002 REM CONCEPT 2, QUESTION 1 (B)
01004 REM QUESTION 46
01010 PRINT
01020 PRINT
01030 PRINT "AFTER THE FIRST GAME THEY PLAYED ANOTHER."
01040 PRINT
01050 PRINT
01060 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
01070 PRINT
01080 PRINT
01090 PRINT
01100 INPUT B$
01110 IF B$="GAME" THEN 01170
01120 IF B$="AFTER" THEN 01280
01130 IF B$="THEY" THEN 01470
01140 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
01150 PRINT N9$
01160 GOTO 01030
01170 PRINT "RIGHT."
01172 LET B=1
01174 GOTO 1572
01180 PRINT "YOU PROBABLY HAD TO REREAD THE SENTENCE"
01190 PRINT "TO SEE THAT 'THEY' IS THE SUBJECT."
01192 PRINT
01194 PRINT
01200 PRINT "THE SENTENCE COULD READ"
01202 PRINT
01210 PRINT "THEY PLAYED ANOTHER AFTER THE FIRST GAME."
01220 PRINT
01230 PRINT "THE WRITER, HOWEVER, DECIDED TO REVERSE THAT ORDER"
01240 PRINT "(WHICH IS QUITE PERMISSIBLE IN ITSELF)"
01250 PRINT "BUT SHOULD HAVE INCLUDED A COMMA TO AVOID"
01260 PRINT "GIVING THE READER DOUBTS ABOUT WHAT THE SUBJECT WAS."
01262 GOSUB 80000

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01270 GOTO 01580
01272 REM STUDENT DIRECTED TO NEXT QUESTION
01280 PRINT "NO."
01282 LET B1=1
01290 PRINT "LOOK AT IT THIS WAY:  "
01292 PRINT
01294 PRINT
01300 PRINT "IF YOU PLACE THE COMMA AFTER 'AFTER'"
01310 PRINT "YOU ARE SAYING THAT JUST THE WORD 'AFTER'"
01320 PRINT "IS THE INTRODUCTORY ELEMENT OF THE SENTENCE."
01322 PRINT
01324 PRINT
01330 PRINT "THINK OF THE FORMULA WE'RE USING:  "
01332 PRINT
01334 PRINT "*****"
01340 PRINT "F$
01342 PRINT "*****"
01344 PRINT
01346 PRINT
01350 PRINT "THIS MEANS THAT THE 'YYY' PART (OR MAIN IDEA) IS"
01360 PRINT "THE FIRST GAME THEY PLAYED ANOTHER."
01370 PRINT "THE NATURAL QUESTION TO ASK IS"
01380 PRINT "'WHAT ABOUT THE FIRST GAME?' OR SOMETHING LIKE THAT."
1382 GOSUB 80000
01390 PRINT
01400 PRINT
01410 PRINT "THE SENTENCE JUST DOESN'T MAKE SENSE."
01420 PRINT "ASK YOURSELF,"
01430 PRINT "WHAT IS THE SUBJECT OF THE SENTENCE,"
01440 PRINT "ITS MAIN ACTOR."
01450 PRINT "TRY AGAIN"
01455 REM STUDENT DIRECTED BACK TO QUESTION
01460 GOTO 01030
01470 PRINT "NO."
01474 LET B1=1
01480 PRINT "THINK OF THE FORMULA WE'VE BEEN USING:  "
01482 PRINT
01484 PRINT "*****"
01490 PRINT "F$
01500 PRINT
01502 PRINT "*****"
01504 PRINT
01510 PRINT "USING THAT,"
01520 PRINT "THE 'YYY' PART OF THE SENTENCE, THAT IS, THE MAIN PART"
01530 PRINT "WOULD BE 'PLAYED ANOTHER'."
01532 PRINT
01540 PRINT "BUT THIS DOESN'T MAKE MUCH SENSE--WHAT IS THE SUBJECT?"
01550 PRINT "ASK YOURSELF WHAT IS THE SUBJECT OR MAIN ACTOR IN THE SENTENCE"
01552 PRINT
01554 PRINT
01560 PRINT "AND TRY AGAIN."
01565 REM STUDENT DIRECTED BACK TO QUESTION
01570 GOTO 01030
01572 IF B1=1 THEN 1576
01574 GOTO 1180
01576 LET B=0

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01577 REM ABOVE LINES CHANGE VALUES TO 0 FOR TRY AGAIN.

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01578 GOTO 1180
01580 PRINT
01590 PRINT
01600 PRINT "LET'S TRY A SENTENCE THAT HAS AN INTRODUCTORY CLAUSE."
01610 PRINT
01620 PRINT "THINK OF THE FORMULA--"
01622 PRINT
01624 PRINT "*****"
01630 PRINT F$
01632 PRINT
01634 PRINT "*****"
01640 PRINT "--AND TRY THIS ONE:  "
01642 REM CONCEPT 3, QUESTION 1 (C)
01644 REM QUESTION 47
01650 PRINT
01660 PRINT
01670 PRINT "WHEN CARUSO SANG THE AUDIENCE CHEERED."
01680 PRINT
01690 PRINT
01700 LET Q9$="AFTER WHICH WORD DO YOU NEED A COMMA?"
01710 PRINT Q9$
01720 PRINT
01730 PRINT
01740 INPUT C$
01750 IF C$="SANG" THEN 01800
01760 IF C$="WHEN" THEN 01860
01770 IF C$="AUDIENCE" THEN 01980
01780 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
01790 GOTO 01670
01800 PRINT "RIGHT."
01802 LET C=1
01804 GOTO 2092
01810 PRINT "'WHEN CARUSO SANG' IS THE INTRODUCTORY ELEMENT IN THIS SENTENCE."
01820 PRINT "IT CORRESPONDS TO THE 'XXX' PART OF THE FORMULA"
01830 PRINT F$
01840 PRINT "WHICH WE'VE BEEN USING."
01850 GOTO 02100
01855 REM STUDENT DIRECTED TO NEXT QUESTION
01860 PRINT "NO."
01862 LET C1=1
01870 PRINT "A COMMA AFTER 'WHEN'"
01880 PRINT "MEANS THAT IF WE USE THE FORMULA"
01882 PRINT
01890 PRINT F$
01892 PRINT
01900 PRINT "THE MAIN PART OF THE SENTENCE ('YYY')."
01910 PRINT "IS 'CARUSO SANG THE AUDIENCE CHEERED'"
01920 PRINT "--THIS REALLY SOUNDS LIKE TWO SENTENCES THAT HAVE BEEN STRUNG TOGETHER"
01930 PRINT "RATHER THAN ONE SINGLE SENTENCE."
01932 PRINT
01940 PRINT "ASK YOURSELF WHAT IS THE SUBJECT OF THIS SENTENCE,"
01950 PRINT "THAT IS, THE 'YYY' OR MAIN PART"
01960 PRINT "AND TRY AGAIN."
01970 GOTO 01670
01975 REM STUDENT DIRECTED BACK TO QUESTION

01980 PRINT "NO,"
01982 LET C1=1
01990 PRINT "BY PUTTING THE COMMA AFTER AUDIENCE"
02000 PRINT "YOU'RE PUNCTUATING BY EAR."
02010 PRINT
02020 PRINT "YOU MIGHT PAUSE THERE WHEN YOU SPOKE THE SENTENCE ALOUD"

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02030 PRINT "(TO GIVE EMPHASIS TO 'CHEERED'))"
02040 PRINT "BUT NOT WHEN YOU WRITE IT OUT."
02050 PRINT
02060 PRINT
02070 PRINT "ASK YOURSELF,"
02080 PRINT "WHAT IS THE SUBJECT OF THIS SENTENCE, AND TRY AGAIN."
02085 REM STUDENT DIRECTED BACK TO QUESTION
02090 GOTO 01670
02092 IF C1=1 THEN 2096
02094 GOTO 1810
02096 LET C=0
02097 REM ABOVE LINES CHANGE VALUES TO 0 FOR TRY AGAIN.
02098 GOTO 1810
02100 PRINT
2102 GOSUB 80000
02110 PRINT "ONE WAY OF REMEMBERING THE NEED TO PUT"
02120 PRINT "A COMMA AFTER THE INTRODUCTORY"
02130 PRINT "PARTS OF YOUR SENTENCES"
02140 PRINT "IS TO THINK OF THESE TWO SENTENCES: "
02150 PRINT
02160 PRINT
02170 PRINT
02180 PRINT "'TOM HIT JOHN.'"
02190 PRINT "'JOHN HIT TOM.'"
02200 PRINT
02210 PRINT
02220 PRINT "AS, YOU CAN SEE,"
02230 PRINT "BOTH SENTENCES USE THE SAME WORDS,"
02240 PRINT "BUT THEIR MEANINGS ARE EXACTLY OPPOSITE"
02250 PRINT "IN TERMS OF WHO GETS HIT AND WHO DOES THE HITTING."
2255 GOSUB 80000
02260 PRINT
02270 PRINT
02280 PRINT "IN BOTH SENTENCES,"
02290 PRINT "WE KNOW WHO IS THE SUBJECT (OR ACTOR)"
02300 PRINT "AND WHO IS THE OBJECT (WHO GETS ACTED UPON)"
02310 PRINT "BY THEIR POSITION IN THE SENTENCE."
02320 PRINT
02330 PRINT
02340 PRINT "ENGLISH IS A 'WORD-ORDER' LANGUAGE;"
02350 PRINT "WE KNOW WHAT WE KNOW BECAUSE OF THE ORDER"
02360 PRINT "IN WHICH THE WORDS COME TO US."
02370 PRINT
02372 GOSUB 80000
02380 PRINT
02390 PRINT "THE USUAL OR 'NORMAL' ORDER IN AN ENGLISH SENTENCE"
02400 PRINT "IS TO HAVE THE SUBJECT COME FIRST FOLLOWED BY THE PREDICATE."
02410 PRINT
02420 PRINT
02430 PRINT "IN THE TWO SENTENCES ABOVE,"

02440 PRINT "WE KNOW TOM IS THE SUBJECT IN THE FIRST,"
02450 PRINT "AND JOHN IS THE SUBJECT IN THE SECOND"
02460 PRINT "BECAUSE OF THEIR POSITIONS."
02470 PRINT
02480 PRINT "CHANGING THEIR POSITIONS MAKES ALL THE DIFFERENCE,"
02490 PRINT
2495 GOSUB 80000
02500 PRINT "NOW MANY SENTENCES DO NOT, IN FACT, HAVE THEIR SUBJECT FIRST"
02510 PRINT "AND THE PREDICATE FOLLOWING."
02520 PRINT
02530 PRINT "FOR EXAMPLE, LOOK AT THE FOLLOWING: "

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02532 PRINT
02534 PRINT
02536 REM CONCEPT 2, QUESTION 2 (D)
02538 REM QUESTION 48
02540 PRINT "AFTER LUNCH WE WENT TO THE MOVIES."
02560 PRINT
02570 PRINT Q9$
02580 PRINT
02590 PRINT
02600 INPUT D$
02610 IF D$="LUNCH" THEN 02660
02620 IF D$="WE" THEN 02850
02630 IF D$="WENT" THEN 02940
02635 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
02640 PRINT N9$
02650 GOTO 02540
02660 PRINT "RIGHT."
02662 LET D=1
02664 GOTO 2990
02668 PRINT
02670 PRINT "'WE' IS THE SUBJECT OF THE SENTENCE--THAT IS,"
02680 PRINT "IT'S THE WORD THAT TELLS THE READER"
02690 PRINT "WHO THE MAIN ACTORS ARE."
02692 PRINT
02694 GOSUB 80000
02700 PRINT "THE WORD 'WE' SAYS WHO IT WAS WHO WENT TO THE MOVIES."
02710 PRINT "IT CORRESPONDS TO TOM IN THE FIRST SENTENCE ABOVE"
02720 PRINT "AND JOHN IN THE SECOND."
02730 PRINT "IT ALSO CORRESPONDS TO THE 'YYY' PART OF THE FORMULA"
02740 PRINT F$
02750 PRINT "--IT BEGINS THE MAIN PART OF THE SENTENCE."
02752 PRINT
02754 GOSUB 80000
02760 PRINT "THEREFORE, 'AFTER LUNCH' INTRODUCES THE MAIN PART"
02770 PRINT "ABOUT GOING TO THE MOVIES."
02772 PRINT
02780 PRINT "HAD THE SENTENCE BEEN WRITTEN IN NORMAL ORDER, IT WOULD HAVE BEEN"
2782 PRINT
2784 PRINT
02790 PRINT "WE WENT TO THE MOVIES AFTER LUNCH."
2792 PRINT
2794 PRINT
02796 GOSUB 80000
02800 PRINT "BUT WHENEVER WE SWITCH THE NORMAL ORDER, WE HAVE TO SHOW"
02810 PRINT "THIS TO THE READER BY PUTTING A COMMA AFTER THE INTRODUCTORY PART."
02812 PRINT
02820 PRINT "THIS SHOULD HELP YOU UNDERSTAND THE LOGIC BEHIND THE FORMULA"
02830 PRINT F$
2832 GOSUB 80000
02840 GOTO 3000
02845 REM STUDENT SENT TO DECISION FRAME
02850 PRINT "NO."
02852 LET D1=1
02860 PRINT "ASK YOURSELF,"
02870 PRINT "WHAT IS THE MAIN PART OF THE SENTENCE--"
02880 PRINT "WHAT IS THE MAIN IDEA,"
02890 PRINT "AND ALSO WHAT IS THE PART THAT INTRODUCES THE MAIN IDEA."
02900 PRINT "THINK OF OUR FORMULA"
02910 PRINT F$
02920 PRINT "AND TRY AGAIN."
02925 REM STUDENT DIRECTED BACK TO QUESTION

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02930 GOTO 02540
02940 PRINT "NO."
02945 LET D1=1
02950 PRINT "YOU MIGHT PAUSE AFTER 'WENT' WHEN SPEAKING ALOUD"
02960 PRINT "BUT NOT WHEN YOU WRITE."
02970 REM THE STUDENT IS BRANCHED BACK TO THE HINT ON LINE 2860 AND WILL TRY AGAIN.
02980 GOTO 02860
02990 IF D1=1 THEN 2994
02992 GOTO 2668
02994 LET D=0
02995 REM ABOVE LINES CHANGE VALUES FOR TRY AGAIN.
02996 GOTO 2668
03000 IF A+B+C+D=4 THEN 4830
03010 REM L.3000 IS A DECISION FRAME DESIGNED TO TEST THE STUDENT'S
03012 REM MASTERY OF THE LESSON. 100% MASTERY IS NEEDED TO SKIP THE D&P.
03020 PRINT
03030 PRINT "LET'S TRY A FEW MORE EXAMPLES BEFORE GOING ON TO A SHORT QUIZ."
03032 REM D&P
03040 PRINT
03050 PRINT
03060 PRINT "LOOK AT THE FOLLOWING: "
03070 PRINT
03080 PRINT
03082 REM CONCEPT 2, D&P, QUESTION 1 (E)
03084 REM QUESTION 49
03090 PRINT "BY THAT JONES MEANT NO HARM TO ANYONE."
03100 PRINT
03110 PRINT
03120 PRINT Q93
03122 PRINT
03124 PRINT
03130 INPUT E$
03140 IF E$="THAT" THEN 03190
03150 IF E$="JONES" THEN 03390
03160 IF E$="MEANT" THEN 03490
03170 PRINT N93
03180 GOTO 03090
03190 PRINT "GOOD."
03192 LET E=1
03194 GOTO 3602

03200 PRINT "'BY THAT' IS A PHRASE THAT INTRODUCES"
03210 PRINT "THE MAIN IDEA IN THE SENTENCE--"
03220 PRINT "'JONES MEANT NO HARM'."
03230 PRINT
03240 PRINT
03250 PRINT "WITHOUT THE COMMA,"
03260 PRINT "A READER MIGHT KEEP GOING PAST 'THAT'."
03270 PRINT "AND THINK THAT THE WRITER WAS POINTING OUT"
03280 PRINT "SOME PARTICULAR JONES: "
03290 PRINT ""
03300 PRINT
03310 PRINT "'BY THAT JONES' AS OPPOSED TO ANY OTHER."
03312 GOSUB 80000
03320 PRINT
03330 PRINT "YOU CAN SEE HOW IMPORTANT THE COMMA IS"
03332 PRINT
03340 PRINT "FOR INTRODUCTORY ELEMENTS,"
03345 PRINT "IT'S ALWAYS A GOOD IDEA TO PUT IN A COMMA--"
03350 PRINT "EVEN WHEN YOU THINK THERE'S NO CHANCE FOR A MISREADING."
03360 PRINT
03370 PRINT "THAT WAY, YOU'LL ALWAYS BE SURE."

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03372 GOSUB 80000
03374 REM STUDENT SENT TO NEXT QUESTION
03380 GOTO 3610
03390 PRINT "NO."
03392 LET E1=1
03400 PRINT "YOU ARE SEPARATING THE SUBJECT FROM ITS VERB"
03410 PRINT "BY PUTTING THE COMMA AFTER 'JONES'."
03420 PRINT
03430 PRINT "THINK OF THE FORMULA WE'VE BEEN USING: "
03440 PRINT F$
03450 PRINT
03460 PRINT "WHAT CORRESPONDS TO THE 'YYY' PART OF THE SENTENCE?"
03470 PRINT "TRY AGAIN."
03475 REM STUDENT DIRECTED BACK TO QUESTION
03480 GOTO 03090
03490 PRINT "NO."
03492 LET E1=1
03500 PRINT
03510 PRINT "YOU ARE PUNCTUATING BY EAR--"
03520 PRINT "'NO HARM TO ANYONE' MAY SEEM LIKE A UNIT WHEN YOU SPEAK IT ALOUD,"
03530 PRINT "BUT IN THIS SENTENCE IT IS PART OF A LARGER GROUP OF WORDS"
03540 PRINT "AND SHOULDN'T BE SEPARATED FROM THEM."
03542 PRINT
03550 PRINT "ASK YOURSELF, WHAT CORRESPONDS TO THE 'YYY' ELEMENT IN THIS SENTENCE"
03560 PRINT "APPLYING THE FORMULA WE'VE BEEN USING: "
03570 PRINT F$
03580 PRINT "TRY AGAIN."
03585 REM STUDENT IS DIRECTED BACK TO QUESTION
03590 GOTO 03090
03600 PRINT
03602 IF E1=1 THEN 3606
03604 GOTO 3200
03606 LET E=0
03607 REM ABOVE LINES CHANGE VALUES TO 0 FOR TRY AGAIN.
03608 GOTO 3200

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03610 PRINT
03620 PRINT "LET'S TRY ANOTHER: "
03622 REM CONCEPT 3, O&P, QUESTION 2 (G)
03624 REM QUESTION 50
03630 PRINT
03640 PRINT "WHEN IT WAS TIME TO LEAVE HE WAS THE FIRST ONE ON HIS FEET."
03650 PRINT
03660 PRINT
03670 PRINT Q9$
03680 PRINT
03690 PRINT
03700 INPUT G$
03710 IF G$="LEAVE" THEN 03780
03720 IF G$="HE" THEN 03860
03730 IF G$="TIME" THEN 03930
03740 IF G$="WAS" THEN 04040
03750 IF G$="ONE" THEN 04150
03760 PRINT N9$
03770 GOTO 03640
03780 PRINT "RIGHT."
03782 LET G=1
03784 GOTO 4262
03790 PRINT "HE' IS THE SUBJECT OF THE SENTENCE"
03792 PRINT "BUT IS NOT THE FIRST SENTENCE ELEMENT."
03800 PRINT
03810 PRINT "YOU HAVE TO GIVE YOUR READER SOME IDEA THAT THE FIRST WORDS"

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03820 PRINT "ARE ONLY INTRODUCTORY, AND NOT THE MAIN PART OF THE SENTENCE."
03830 PRINT
03840 PRINT "AND THIS IS DONE BY THE COMMA."
03850 GOTO 04270
03855 REM STUDENT SENT TO NEXT QUESTION
03860 PRINT "NO, CHECK YOUR ANSWER."
03862 LET G1=1
03870 PRINT "YOU'VE PUT THE COMMA AFTER THE WRONG WORD,"
03880 PRINT "ALTHOUGH YOU ARE CLOSE."
03882 PRINT
03890 PRINT "ASK YOURSELF WHAT IS THE SUBJECT IN THIS SENTENCE"
03900 PRINT "AND APPLY THE FORMULA--"
03910 PRINT F$
03915 REM STUDENT IS DIRECTED BACK TO QUESTION
03920 GOTO 03640
03930 PRINT "NO."
03932 LET G1=1
03940 PRINT "WHAT'S THE SUBJECT OF THE SENTENCE?"
03950 PRINT "THINK OF THE FORMULA: "
03960 PRINT F$
03970 PRINT "IF YOU PUT THE COMMA AFTER 'TIME',"
03980 PRINT "YOU'RE SAYING THE 'YYY' CORRESPONDS TO"
03990 PRINT "'TO LEAVE HE WAS THE FIRST ONE ON HIS FEET':"
03992 PRINT
04000 PRINT "THIS ISN'T VERY CLEAR AT ALL."
04010 PRINT "ONCE AGAIN, THINK OF THE FORMULA, "
04012 PRINT
04020 PRINT "ASK YOURSELF WHAT IS THE SUBJECT, AND TRY AGAIN."
04025 REM STUDENT IS DIRECTED BACK TO QUESTION
04030 GOTO 03640

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04040 PRINT "NO."
04042 LET G1=1
04050 PRINT "YOU ARE REALLY A LONG WAY OFF HERE."
04060 PRINT "PUTTING THE COMMA AFTER 'WAS'"
04070 PRINT "BREAKS UP YOUR SENTENCE VERY BADLY."
04080 PRINT "THINK OF THE FORMULA WE'VE BEEN USING: "
04090 PRINT F$
04100 PRINT
04110 PRINT "DOES 'TIME TO LEAVE HE WAS THE FIRST ONE ON HIS FEET'"
04120 PRINT "REALLY CORRESPOND TO THE 'YYY' PART?"
04130 PRINT "TRY AGAIN."
04135 REM STUDENT IS DIRECTED BACK TO QUESTION
04140 GOTO 03640
04150 PRINT "NO."
04152 LET G1=1
04160 PRINT "BY PUTTING THE COMMA AFTER 'ONE'"
04170 PRINT "YOU'RE SAYING THAT"
04180 PRINT "'ON HIS FEET' IS THE 'YYY' PART OF THE SENTENCE"
04190 PRINT "(USING THE FORMULA--"
04200 PRINT F$
04210 PRINT "--THAT WE HAVE): "
04220 PRINT "THIS IS NOT SO--IT SIMPLY ISN'T THE MAIN IDEA IN THE SENTENCE."
04222 PRINT
04230 PRINT "ASK YOURSELF WHAT IS--WHO IS THE MAIN ACTOR?"
04240 PRINT "AND ALSO ASK YOURSELF ABOUT WHAT WORDS COME BEFORE IT."
04250 PRINT "TRY AGAIN:"
04260 GOTO 03640
04262 IF G1=1 THEN 4266
04264 GOTO 03790
04266 LET G=0
04267 REM ABOVE LINES CHANGE VALUES TO 0 FOR TRY AGAIN.

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04268 GOTO 3790
04270 PRINT "LET'S TRY ONE MORE EXAMPLE BEFORE THE QUIZ."
04280 PRINT
04290 PRINT
04300 PRINT
04302 REM D&P, QUESTION 3 (H)
04304 REM QUESTION 51
04310 PRINT "A GOOD INTRODUCTION TO TENNIS"
04320 PRINT "THE BOOK SHOULD HELP YOU OUT."
04330 PRINT
04340 PRINT
04350 PRINT Q9$
04360 PRINT
04370 PRINT
04380 PRINT
04390 INPUT H$
04400 IF H$="TENNIS" THEN 04440
04410 IF H$="THE" THEN 04490
04420 IF H$="INTRODUCTION" THEN 04560
04430 IF H$="BOOK" THEN 4685
04432 PRINT "YOUR RESPONSE WAS NOT EXPECTED. CHECK IT AND TRY ONCE MORE."
4434 GOTO 4310
04440 PRINT "GOOD."
04442 LET H=1
04444 GOTO 4802

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04450 PRINT "THE MAIN IDEA IN THE SENTENCE IS"
04460 PRINT "THE BOOK SHOULD HELP YOU OUT"
04470 PRINT "AND WHAT COMES BEFORE IT IS AN"
04472 PRINT "INTRODUCTORY APPOSITIVE PHRASE"
04474 PRINT "THAT IS, IT PROVIDES MORE MEANING)."
04480 GOTO 04810
04490 PRINT "NO."
04492 LET H1=1
04500 PRINT "YOU'VE PUT THE COMMA CLOSE TO THE RIGHT WORD,"
04510 PRINT "BUT NOT QUITE WHERE IT SHOULD BE."
04520 PRINT "LOOK AT THE FORMULA--"
04530 PRINT F$
04540 PRINT "--AND TRY AGAIN."
04550 GOTO 04310
04560 PRINT "NO."
04562 LET H1=1
04570 PRINT "IS 'TO TENNIS'"
04580 PRINT "THE UNIT THAT IS THE SUBJECT OF THE SENTENCE?"
04582 PRINT "(JUST THINK OF YOUR ANSWER--YOU DON'T HAVE"
04584 PRINT "TO ENTER ANYTHING ON THE KEYBOARD."
04586 GOSUB 80000
04590 PRINT
04600 PRINT "NO, BUT THAT'S WHAT YOU SUGGEST BY PUTTING"
04610 PRINT "THE COMMA AFTER 'INTRODUCTION.'"
04620 PRINT "ASK YOURSELF, WHAT IS THE SUBJECT HERE,"
04630 PRINT "WHERE DOES IT COME IN THE SENTENCE,"
04640 PRINT "AND HOW WOULD YOU APPLY THE FORMULA--"
04650 PRINT F$
04660 PRINT "--WE'VE BEEN USING."
04662 PRINT
04670 PRINT "TRY AGAIN."
04680 GOTO 04310
04685 PRINT "NO."
04687 PRINT
04690 PRINT "YOU'VE PUT THE"
04700 PRINT "BUT NOT QUITE."

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04702 LET H1=1
04710 PRINT "BY PUTTING IT AFTER 'BOOK'"
04720 PRINT "YOU'RE SAYING THAT"
04730 PRINT "I SHOULD HELP YOU OUT"
04740 PRINT "IS THE SUBJECT OF THE SENTENCE."
04750 PRINT "THIS ISN'T SO--LOOK AT THE FORMULA"
04760 PRINT "WE'VE BEEN USING--"
04770 PRINT F$
04780 PRINT "--AND TRY AGAIN."
04790 PRINT
04800 GOTO 04310
04802 IF H1=1 THEN 4806
04804 GOTO 4450
04806 LET H=0
04807 REM ABOVE LINES CHANGE VALUES TO 0 FOR TRY AGAIN.
04808 GOTO 4450
04810 PRINT
04820 REM THIS IS THE CT FOR CINTRO
04825 REM THE QUIZ TESTS MASTERY OF ALL 3 CONCEPTS
04830 PRINT "LET'S TRY A BRIEF QUIZ TO SEE IF YOU"
04840 PRINT "ARE READY TO GO ON."
04850 PRINT
04860 PRINT
04870 PRINT "IN THIS QUIZ, YOU WILL BE TOLD"
04880 PRINT "WHETHER OR NOT YOUR ANSWER IS CORRECT."
04930 PRINT
04940 PRINT
04950 LET Q9$= "AFTER WHICH WORD DO YOU NEED A COMMA?"
04960 LET N9$= "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
04970 PRINT "1)"
04980 PRINT "BY NEXT YEAR THE ECONOMY WILL HAVE IMPROVED SIGNIFICANTLY."
04990 PRINT
05000 PRINT
05010 PRINT Q9$
05020 PRINT
05030 INPUT T1$
05040 LET W$="INCORRECT"
05050 LET Z$="CORRECT"
05060 IF T1$="YEAR" THEN 5100
05070 PRINT W$
05080 LET T1=0
05082 PRINT
05084 PRINT
05090 GOTO 5130
05100 PRINT Z$
05102 PRINT
05104 PRINT
05110 LET T1=1
05120 PRINT
05130 PRINT "2)"
05140 PRINT "WHEN THE ALARM WAS SOUNDED THE FIRE DEPARTMENT RESPONDED QUICKLY."
05150 PRINT
05160 PRINT
05170 PRINT Q9$
05180 PRINT
05190 PRINT
05200 INPUT T2$
05210 IF T2$="SOUNDED" THEN 5250
05220 PRINT W$,
05230 LET T2=0
05232 PRINT

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05234 PRINT
5240 GOTO 5262
05250 PRINT Z$
05252 PRINT
05254 PRINT
05260 LET T2 = 1
05262 PRINT
05264 PRINT
05270 PRINT "3)"
05280 PRINT "THEREFORE LET US REASON TOGETHER AS MEN OF GOOD WILL."
05290 PRINT
05300 PRINT
05310 PRINT
05320 PRINT Q9$
05330 PRINT

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05340 PRINT
05350 INPUT T3$
5360 IF T3$="THEREFORE" THEN 5400
05370 PRINT W$
05372 PRINT
05374 PRINT
05380 LET T3=0
5390 GOTO 5440
05400 PRINT Z$
05402 PRINT
05404 PRINT
05410 LET T3=1
05420 GOTO 5422
05422 PRINT
05424 PRINT
05430 PRINT "4)"
05440 PRINT "CRASHING INTO THE SIDE OF THE WALL THE RACING CAR SPUN AROUND COMPLETELY."
05450 PRINT
05460 PRINT
05470 PRINT Q9$
05480 PRINT
05490 PRINT
05500 INPUT T4$
5510 IF T4$="WALL" THEN 5550
05520 PRINT W$
05530 LET T4=0
5540 GOTO 5570
05550 PRINT Z$
05560 LET T4=1
05570 PRINT "5)"
05580 PRINT "IF YOU DON'T THINK YOU'LL BE THERE ON TIME PLEASE CALL."
05590 PRINT
05600 PRINT
05610 PRINT Q9$
05620 PRINT
05630 PRINT
05640 PRINT
05650 INPUT T5$
5660 IF T5$="TIME" THEN 5700
05670 PRINT W$
05680 LET T5=0
5690 GOTO 5720
05700 PRINT Z$
05710 LET T5=1
05720 RFM FIVE EXTRA QUESTIONS
05730 PRINT

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05740 PRINT
05750 PRINT "6)"
05760 PRINT "AFTER A WAIT OF THREE DAYS, I GAVE UP."
05770 PRINT
05780 PRINT
05790 LET Q9\$ = "AFTER WHICH WORD DO YOU NEED A COMMA?"
05800 PRINT Q9\$
05810 PRINT
05820 PRINT
05830 LET W\$ = "INCORRECT"

05840 LET Z\$ = "CORRECT"
05850 INPUT T6\$
05860 IF T6\$ = "DAYS" THEN 05900
05870 PRINT W\$
05880 LET T6 = 0
05890 GOTO 05920
05900 PRINT Z\$
05910 LET T6 = 1
05920 PRINT
05930 PRINT
05940 PRINT "7)"
05950 PRINT "UNTIL THINGS GET BETTER LET'S TRY TO DO OUR BEST ANYWAY."
05960 PRINT
05970 PRINT
05980 PRINT Q9\$
05990 PRINT
06000 PRINT
06010 INPUT T7\$
06020 IF T7\$ = "BETTER" THEN 06060
06030 PRINT W\$
06040 LET T7 = 0
06050 GOTO 06080
06060 PRINT Z\$
06070 LET T7 = 1
06080 PRINT
06090 PRINT
06100 PRINT "8)"
06110 PRINT "BELOW THE OCEAN POUNDED THE SHORELINE."
06120 PRINT
06130 PRINT
06140 PRINT Q9\$
06150 PRINT
06160 PRINT
06170 INPUT T8\$
06180 IF T8\$ = "BELOW" THEN 06220
06190 PRINT W\$
06200 LET T8 = 0
06210 GOTO 06240
06220 PRINT Z\$
06230 LET T8 = 1
06240 PRINT
06250 PRINT
06260 PRINT "9)"
06270 PRINT "WITH THAT, SMITH STORMED OUT OF THE ROOM."
06280 PRINT
06290 PRINT
06300 PRINT Q9\$
06310 PRINT
06320 PRINT
06330 INPUT T9\$
06340 IF T9\$ = "THAT" THEN 06380

06350 PRINT W\$
06360 LET T9=0
06370 GOTO 06400
06380 PRINT Z\$
06390 LET T9=1

06400 PRINT
06410 PRINT
06420 PRINT "101"
06430 PRINT "HAVING READ THE BOOK I HAD NO WISH TO SEE THE MOVIE."
06440 PRINT
06450 PRINT
06460 PRINT Q9\$
06470 PRINT
06480 PRINT
06490 INPUT U1\$
06500 IF U1\$="BOOK" THEN 06540
06510 PRINT W\$
06520 LET U1=0
06530 GOTO 06560
06540 PRINT Z\$
06550 LET U1=1
06560 PRINT
06570 LET T=T1+T2+T3+T4+T5+T6+T7+T8+T9+U1
06575 REM THIS TALLIES THE TEST SCORE
06580 LET T\$="YOUR SCORE (OUT OF TEN) IS"
06590 PRINT T\$, T
06600 GOTO 90000
80000 PRINT
80005 PRINT
80007 PRINT
80010 LET P9\$="TO BEGIN AGAIN, TYPE '1' AND THE 'RETURN' KEY."
80020 PRINT P9\$
80030 PRINT
80040 PRINT
80050 PRINT
80060 PRINT
80070 INPUT P\$
80080 IF P\$="1" THEN 80090
80090 PRINT
80100 PRINT
80130 RETURN
90000 PRINT "PATTERN OF ANSWERS"
90002 REM THE PATTERN OF ANSWERS PROVIDES A RECORD OF
90004 REM THE STUDENT'S ANSWER FOR EACH QUESTION.
90010 PRINT
90020 PRINT
90030 PRINT "QUESTIONS" A;B;C;D
90040 PRINT "DEP" E;G;H
90050 PRINT "CT" T1;T2;T3;T4;T5;T6;T7;T8;T9;U1
90052 PRINT "STUDENT'S NAME AND ID", Z9\$
99999 END

XCPAIR

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00110 REM VANIER COLLEGE/CONCORDIA UNIVERSITY OCT 1977
00120 REM WRITTEN BY ARNO D KELLER
00125 REM ADDITIONAL MATERIAL BY ANNE BLOTT
00127 REM FINAL DRAFT--SEPT 78/LW
00128 REM COPYRIGHT 1978
00130 REM THIS PROGRAMME TEACHES THE UNDERSTANDING AND USE OF THE COMMA PAIR
00140 REM TO ENCLOSE NONESSENTIAL PARTS OF A SENTENCE
00150 REM ENABLING OBJECTIVES ARE:
00160 REM IDENTIFICATION OF PHRASE, CLAUSE, TRANSITIONAL WORDS
00170 REM SOME REVIEW ON THESE ITEMS IS INCLUDED
00180 REM BASIC TEACHING STRATEGY IS USE OF MODEL 'XXX, YYY, XXX'
00190 REM WHERE 'YYY' IS THE NONESSENTIAL PART OF THE SENTENCE ENCLOSED BY A PAIR OF COMMAS
00200 REM A PAUSE CONTROL IS INCLUDED IN THIS PROGRAMME
00210 REM WHICH STOPS THE OUTPUT FROM THE TERMINAL
00220 REM THE LEARNER CONTROLS THE RESTART OF PRINTING
00230 REM THIS IS INDICATED BY THE GOSUB 80000 AT VARIOUS PLACES IN THE LISTING
00235 LET P$="WHEN YOU WANT THE COMPUTER TO START PRINTING AGAIN, TYPE '1'."
00236 REM C1--Q'S 21,22,23,24
00237 REM D&P1--BEGINS 5022--Q'S 38,39,40
00238 REM C2--BEGINS 3192--Q'S 25,31,32--Q25 AT 3182
00239 REM D&P2--BEGINS 63100--Q'S 26,27,28,29,30
00240 REM C3--BEGINS 4582--Q37
00242 REM D&P3--BEGINS 50780--Q'S 33,34,35,36
00243 REM C4--BEGINS 50270--Q 41
00244 REM D&P4--BEGINS 62175--Q'S 42,43,44
00245 REM C5--BEGINS 6750--10 QUESTIONS
00246 PRINT "PLEASE ENTER YOUR NAME AND ID."
00247 PRINT
00248 PRINT
00249 INPUT Z9$
00250 PRINT
00260 PRINT "IN THIS LESSON,"
00270 PRINT "YOU'LL LEARN HOW TO USE A PAIR OF COMMAS TO ENCLOSE"
00280 PRINT "NONESSENTIAL PARTS OF A SENTENCE."
00290 PRINT
00300 PRINT
00310 PRINT "'NONESSENTIAL' DOES NOT MEAN 'USELESS'."
00320 PRINT
00330 PRINT
00340 PRINT "IT SIMPLY MEANS THAT A PART OF THE SENTENCE CAN BE REMOVED"
00350 PRINT "AND THE SENTENCE WILL STILL MAKE SENSE."
00352 GOSUB 80000
00360 PRINT
00370 PRINT
00380 PRINT "FOR EXAMPLE:"
00390 PRINT
00400 PRINT
00410 PRINT "TOM SMITH, WHO HAS WANTED TO SPEAK WITH ME FOR A WHILE, CALLED YESTERDAY."
00420 PRINT
00430 PRINT
00440 PRINT
00442 REM NOTE P$
00450 REM THIS VARIABLE WILL BE USED AS PART OF A SUBROUTINE
00460 REM WHICH BEGINS AT 80000
00470 REM AND PERMITS THE LEARNER TO CONTROL THE SPEED OF OUTPUT
00480 LET P$="WHEN YOU WANT THE COMPUTER TO START PRINTING AGAIN, TYPE '1'."
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00490 LET P1$="LET'S GO ON."
00500 PRINT "WHO HAS WANTED TO SPEAK WITH ME FOR A WHILE?"
00510 PRINT "IS A CLAUSE THAT CAN BE REMOVED FROM THE SENTENCE."
00520 PRINT
00530 PRINT
00540 PRINT "THE RESULT WOULD LOOK LIKE THIS:"
00550 PRINT
00560 PRINT
00570 PRINT "TOM SMITH CALLED YESTERDAY."
00572 GOSUB 80000
00580 PRINT
00590 PRINT
00600 PRINT "THE SENTENCE ISN'T AS SPECIFIC"
00610 PRINT "--WE DON'T KNOW THAT HE WANTED TO SPEAK WITH ME FOR A WHILE--"
00620 PRINT "BUT THE MAIN MESSAGE COMES ACROSS:"
00630 PRINT
00640 PRINT
00650 PRINT "TOM SMITH CALLED YESTERDAY."
00660 PRINT
00670 PRINT
00680 GOSUB 80000
00690 PRINT
00700 PRINT
00710 PRINT "HERE IS A FORMULA THAT WILL HELP YOU REMEMBER THIS IDEA:"
00720 REM THIS FORMULA IS A MODEL OF A SENTENCE IN WHICH A
00730 REM COMMA PAIR ENCLOSES THE NONESSENTIAL PART.
00740 REM THIS MODEL CONSTITUTES THE CHIEF TEACHING STRATEGY OF THE LESSON.
00742 PRINT "*****"
00750 LET F$="XXX, YYY,XXX"
00760 PRINT
00770 PRINT
00780 PRINT F$
00790 PRINT
00792 PRINT "*****"
00794 PRINT
00800 PRINT
00810 PRINT "'YYY' IS A NONESSENTIAL PART OF YOUR SENTENCE."
00820 PRINT "AND IT MUST BE ENCLOSED BY A PAIR OF COMMAS."
00822 GOSUB 80000
00830 PRINT
00840 PRINT
00850 PRINT "THE IDEA OF A PAIR OF COMMAS IS VERY IMPORTANT."
00860 PRINT
00870 PRINT
00880 PRINT "WITHOUT TWO COMMAS,"
00890 PRINT "YOUR READER CAN'T DISTINGUISH BETWEEN"
00900 PRINT "THE 'YYY' PART OF THE SENTENCE"
00910 PRINT "AND THE REST OF IT"
00920 PRINT "(THE 'XXX' PARTS)."
00930 GOSUB 80000
01060 PRINT
01070 PRINT
01080 PRINT "MANY DIFFERENT THINGS CAN BE CONSIDERED NONESSENTIAL"
01082 PRINT
01084 PRINT
01090 PRINT "CLAUSES--AS IN THE EXAMPLE ABOVE--"

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01100 PRINT "OR PHRASES, TRANSITIONAL WORDS, OR OTHER SORTS OF PARENTHETICAL STATEMENTS."
01110 PRINT
01120 PRINT "WE'LL LOOK AT ALL OF THESE IN A WHILE."
01130 PRINT "BUT THE IMPORTANT THING TO REMEMBER FOR NOW"
01140 PRINT "IS THAT THEY ALL FOLLOW THE SAME FORMULA:"
01150 PRINT
01152 PRINT "*****"
01160 PRINT
01170 PRINT F$
01180 PRINT
01182 PRINT "*****"
01190 GOSUB 80000
01200 PRINT
01210 PRINT "LET'S LOOK AT A FEW EXAMPLES."
01220 PRINT
01230 PRINT
01240 PRINT "HERE IS A SENTENCE WITH A NONESSENTIAL PHRASE IN IT:"
01250 PRINT
01260 PRINT "TELEGRAMS, INCLUDING ONE FROM THE PRIME MINISTER, WERE RECEIVED."
01270 PRINT
01280 PRINT
01290 PRINT "INCLUDING ONE FROM THE PRIME MINISTER, IS A PHRASE THAT COULD BE REMOVED"
01300 PRINT "AND THE SENTENCE WOULD STILL MAKE SENSE."
01310 PRINT
01320 PRINT "TELEGRAMS WERE RECEIVED."
01322 GOSUB 80000
01330 PRINT
01340 PRINT
01350 PRINT "LOOK AT THE FOLLOWING SENTENCE:"
01352 REM CONCEPT 1, QUESTION 1 (A)
01354 REM QUESTION 21
01360 PRINT
01370 PRINT "CARS, WITH HORNS BLARING RACED UP AND DOWN MAIN STREET."
01380 PRINT
01390 PRINT
01400 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA HERE?"
01410 PRINT
01420 PRINT
01430 INPUT A$
01440 IF A$="BLARING" THEN 01622
01450 REM A WRONG ANSWER WILL RESULT IN A BRANCH BACK TO THE QUESTION
01460 REM A HINT WILL BE GIVEN BUT IF THE SECOND ATTEMPT STILL IS INCORRECT
01470 REM THE RIGHT ANSWER WILL BE PROVIDED WITH AN EXPLANATION.
01480 REM A RIGHT RESPONSE WILL ALSO PROVIDE AN EXPLANATION
01490 REM THE PRINCIPLE USED IS DELIBERATE OVERTEACHING.
01500 PRINT "NO."
01505 LET A1=1
01506 REM L.1505 IS A COUNTING MECHANISM USED TO KEEP TRACK OF THE
01507 REM STUDENT'S SCORE ON EACH QUESTION. A LETTER, EG. A, B, ETC.,
01508 REM IS ASSIGNED TO EACH QUESTION. WHEN CORRECT, THE VALUE
01509 REM IS 1; WHEN INCORRECT, 0.
01510 PRINT "CHECK YOUR ANSWER, AND TRY AGAIN."
01520 PRINT
01530 PRINT "ASK YOURSELF WHAT GROUP OF WORDS"
01540 PRINT "COULD BE REMOVED"
01550 PRINT "WITHOUT CHANGING THE BASIC MEANING OF THE SENTENCE."

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01552 PRINT
01554 PRINT
01560 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
01562 PRINT
01570 PRINT
01580 INPUT B$
01590 IF B$="BLARING" THEN 01630
01600 PRINT
01610 PRINT "YOU'RE STILL HAVING SOME TROUBLES."
01620 GOTO 01630
01622 LET A=1
01624 GOTO 1752
01630 PRINT "'BLARING' IS RIGHT BECAUSE IT IS THE LAST WORD"
01640 PRINT "IN THE PHRASE 'WITH HORNS BLARING'"
01650 PRINT "AND THAT PHRASE IS NONESSENTIAL."
01660 PRINT
01670 PRINT
01680 PRINT "THE SENTENCE CAN READ"
01690 PRINT "'CARS RACED UP AND DOWN MAIN STREET.'"
01700 PRINT
01710 PRINT
01720 PRINT "'WITH HORNS BLARING' MAKES THE SENTENCE MORE SPECIFIC."
01730 PRINT "MORE COMPLETE, MORE ACCURATE;"
01732 PRINT
01740 PRINT "BUT IT ISN'T ABSOLUTELY CRUCIAL."
01742 GOSUB 80000
01750 GOTO 1760
01752 IF A=1 THEN 1756
01754 GOTO 1630
01756 LET A=0
01758 GOTO 1630
01760 GOSUB 40600
01762 PRINT
01770 PRINT "REMEMBER THE FORMULA----"
01780 PRINT
01790 PRINT-F$
01800 PRINT
01810 PRINT "AND TRY THIS ONE:"
01820 PRINT
01822 REM CONCEPT 1, QUESTION 2 (C)
01824 REM QUESTION 24
01830 REM THE QUESTION USES AN ADVERBIAL CLAUSE AS ITS NONESSENTIAL ELEMENT.
01840 PRINT "THE NEW CAR WHEN IT IS WORKING AS IT IS SUPPOSED TO,"
01850 PRINT "IS A WONDERFUL AUTOMOBILE."
01860 PRINT
01870 PRINT
01880 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
01890 PRINT
01900 PRINT
01990 INPUT C$
02000 PRINT
02010 PRINT
02020 IF C$="CAR" THEN 02080
02030 IF C$="WORKING" THEN 02300
02050 IF C$="WONDERFUL" THEN 02530
02060 IF C$="NEW" THEN 02860

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02062 LET N9$= "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
02064 PRINT N9$
02070 PRINT
02072 GOTO 1840
02080 PRINT "RIGHT."
02082 LET C=1
02084 GOTO 3162
02086 PRINT
02090 PRINT "BY PUTTING A COMMA AFTER CAR, YOU'RE SHOWING THAT"
02100 PRINT
02110 PRINT "'WHEN IT IS WORKING AS IT IS SUPPOSED TO'"
02120 PRINT
02130 PRINT "IS A CLAUSE THAT CAN BE REMOVED FROM THE SENTENCE"
02140 PRINT "WITHOUT MAKING THE WHOLE THING MEANINGLESS."
02150 PRINT
02160 PRINT
02170 PRINT "'WHEN IT IS WORKING AS IT IS SUPPOSED TO'"
02180 PRINT
02190 PRINT "CORRESPONDS TO THE 'YYY,' PART OF THE FORMULA"
02200 PRINT F$
02210 PRINT
02220 PRINT
02230 PRINT
02240 PRINT "THE SENTENCE COULD READ"
02250 PRINT "'THE NEW CAR IS A WONDERFUL AUTOMOBILE'"
02260 PRINT "WHICH MAKES SENSE, BUT ISN'T AS COMPLETE"
02270 PRINT "AS THE ORIGINAL."
02280 PRINT
02290 GOTO 03170
02300 PRINT "BY PUTTING THE COMMA AFTER 'WORKING',"
02310 PRINT "YOU ARE SAYING THAT 'AS IT IS SUPPOSED TO'"
02320 PRINT "IS THE NONESSENTIAL PART OF THE SENTENCE."
02330 PRINT
02340 PRINT "THIS IS ACCERTABLE,"
02342 LET C=1
02344 GOTO 3162
02350 PRINT "BUT YOU MIGHT HAVE INCLUDED"
02360 PRINT
02370 PRINT "'WHEN IT IS WORKING' ALSO."
02380 PRINT
02390 PRINT
02400 PRINT P$
02410 PRINT
02420 PRINT
02430 PRINT
02440 INPUT P
02450 PRINT
02460 PRINT
02470 PRINT
02480 PRINT "YOUR ANSWER ISN'T WRONG, BUT CONSIDER THIS:"
02490 REM THE STUDENT HAS ANSWERED A POSSIBLE ANSWER ALTHOUGH IT IS NOT THE BEST ONE
02500 REM HE IS NOW BEING BRANCHED TO THE LINES THAT GIVE THE FULLEST ANSWER.
02510 GOTO 02090
02520 PRINT
02530 PRINT "BY PUTTING THE COMMA AFTER 'WONDERFUL',"
02540 PRINT "YOU ARE SAYING,"

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02550 PRINT
02560 PRINT "IS A WONDERFUL"
02570 PRINT "IS THE NONESSENTIAL PART OF YOUR SENTENCE."
02580 PRINT
02590 PRINT "LOOK AT THE FORMULA AGAIN"
02600 PRINT
02610 PRINT F$
02620 PRINT
02630 PRINT "JUST ASK YOURSELF IF THE SENTENCE FOLLOWS IT:"
02640 PRINT
02650 PRINT
02660 GOSUB 80030
02700 PRINT "IF IT DID, YOUR SENTENCE--WITH 'YYY' REMOVED--WOULD LOOK LIKE THIS:"
02710 PRINT
02720 PRINT "THE NEW CAR WHEN IT IS WORKING AS IT IS SUPPOSED TO AUTOMOBILE."
02730 PRINT
02740 PRINT
02750 PRINT P$
02760 PRINT
02770 PRINT
02780 INPUT P
02790 PRINT
02800 PRINT "THIS OBVIOUSLY DOESN'T WORK."
02802 LET C1=1
02810 PRINT
02820 PRINT
02830 PRINT "TRY AGAIN"
02840 REM THE STUDENT IS BRANCHED BACK TO THE QUESTION.
02850 GOTO 01840
02860 PRINT "BY PUTTING A COMMA AFTER 'NEW', YOU'RE SAYING THAT"
02870 PRINT "THE NONESSENTIAL PART OF YOUR SENTENCE IS"
02880 PRINT "CAR WHEN IT IS WORKING AS IT IS SUPPOSED TO."
02890 PRINT
02900 PRINT
02910 PRINT "THIS DOESN'T MAKE MUCH SENSE."
02912 LET C1=1
02920 PRINT
02930 PRINT
02940 PRINT "LOOK AT THE FORMULA."
02950 PRINT
02960 PRINT
02970 PRINT F$
02980 PRINT
02990 PRINT
03000 PRINT "WITH THE 'YYY' PART OF THE SENTENCE REMOVED,"
03010 PRINT "IT WOULD READ LIKE THIS:"
03020 PRINT
03030 PRINT "THE NEW IS A WONDERFUL AUTOMOBILE."
03040 PRINT
03050 PRINT "THIS OBVIOUSLY DOESN'T MAKE MUCH SENSE."
03060 PRINT
03070 PRINT P$
03080 PRINT
03090 PRINT
03100 INPUT P
03110 PRINT

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03120 PRINT
03130 PRINT "TRY AGAIN."
03140 REM THE STUDENT IS BRANCHED BACK TO THE QUESTION.
03150 PRINT
03160 GOTO 01840
03162 IF C1=1 THEN 3166
03164 GOTO 2086
03166 LET C=0
3168 GOTO 2086
03169 REM THE PRECEDING 5 LINES ARE A SUBPROGRAM THAT CHANGES VALUES TO ZERO ON TRY AGAIN
3170 PRINT
03172 REM L.3183 IS A DECISION FRAME DESIGNED TO TEST THE
03173 REM STUDENT'S MASTERY OF THE CONCEPT. 100% MASTERY
03174 REM IS NEEDED TO SKIP THE D&P. A SIMILAR DECISION
03175 REM FRAME IS FOUND AT THE END OF EACH CONCEPT.03185
3180 GOSUB 80000
03182 GOSUB 44000
03183 IF A+B+L8+L7=4 THEN 3185
03184 GOTO 63100
03185 REM CONCEPT2
03192 REM CONCEPT 2 (APPOSITIVES)
03194 PRINT "WE'VE LOOKED AT TWO EXAMPLES SO FAR."
03200 PRINT "SOME USING CLAUSES."
03210 PRINT "SOME USING PHRASES."
03220 PRINT
03230 PRINT
03240 PRINT "REMEMBER, NONESSENTIAL MEANS THAT A PART OF YOUR SENTENCE"
03250 PRINT "CAN BE REMOVED, AND THE SENTENCE STILL WILL BE ACCEPTABLE."
03260 PRINT
03270 PRINT
3280 GOSUB 80000
03290 PRINT "HERE IS THE FORMULA WE'VE BEEN USING ONCE MORE:"
03292 PRINT
03294 PRINT "*****"
03300 PRINT F:
03310 PRINT
03312 PRINT "*****"
03320 PRINT
03330 PRINT "THIS SAME FORMULA WORKS WITH OTHER KINDS OF THINGS"
03340 PRINT "BESIDES CLAUSES AND PHRASES."
03350 PRINT
03352 PRINT
03354 PRINT "FOR EXAMPLE, THE 'YYY' PART OF THE SENTENCE"
03356 PRINT "CAN BE AN APPOSITIVE"
03358 PRINT "(THAT IS, A WORD OR GROUP OF WORDS"
03360 PRINT "THAT IDENTIFIES OR PROVIDES MORE MEANING"
03362 PRINT "ABOUT A NOUN)."
03370 PRINT
03380 PRINT "THREE OF SHAKESPEARE'S MOST POPULAR PLAYS,"
03390 PRINT "HAMLET, KING LEAR, AND MACBETH,"
03400 PRINT "WILL BE PRESENTED AT STRATFORD THIS SUMMER."
03410 PRINT
03420 PRINT "THE APPOSITIVE PHRASE"
03430 PRINT "'HAMLET, KING LEAR, AND MACBETH'"
03440 PRINT "CAN BE REMOVED FROM THE SENTENCE,"
03450 PRINT "AND THE RESULT WOULD LOOK LIKE THIS:"

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03460 PRINT
03470 PRINT "THREE OF SHAKESPEARE'S MOST POPULAR PLAYS"
03480 PRINT "WILL BE PRESENTED AT STRATFORD THIS SUMMER."
03490 PRINT
03500 PRINT
03510 PRINT "ONCE AGAIN,"
03520 PRINT "THE SENTENCE DOESN'T PROVIDE AS MUCH INFORMATION"
03530 PRINT "AS THE ORIGINAL,"
03540 PRINT "BUT IT IS STILL A GOOD SENTENCE."
03550 GOSUB 80000
03560 PRINT
03570 PRINT
03580 PRINT "REMEMBER THE FORMULA--"
03590 PRINT
03600 PRINT F$
03610 PRINT
03620 PRINT "AND TRY THIS ONE:"
03622 REM CONCEPT 2, QUESTION 1 (X)
03624 REM QUESTION 31
03630 PRINT
03640 PRINT "TWO OF MY FAVOURITE MOVIES,"
03650 PRINT "'DRACULA MEETS THE WOLFMAN' AND"
03660 PRINT "'ROCK 'N ROLL MONSTER'"
03670 PRINT "ARE PLAYING IN TOWN THIS WEEK."
03680 PRINT
03690 PRINT
03700 PRINT
03710 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
03720 PRINT
03730 PRINT
03740 INPUT X$
03750 IF X$="MONSTER" THEN 03820
03760 IF X$="WOLFMAN" THEN 03930
03770 IF X$="PLAYING" THEN 04080
03780 IF X$="TOWN" THEN 04270
03790 LET N$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
03800 PRINT N$
03810 GOTO 03640
03820 PRINT "GOOD."
03822 LET X=1
03824 GOTO 4382
03826 PRINT
03830 PRINT "BY PUTTING THE COMMA AFTER 'MONSTER,'"
03840 PRINT "YOU'RE SHOWING THAT THE WHOLE UNIT OF WORDS--"
03850 LET E$="'DRACULA MEETS THE WOLFMAN' AND 'ROCK 'N ROLL MONSTER'"
03860 PRINT E$
03870 PRINT "--CAN BE REMOVED FROM THE SENTENCE WITHOUT DESTROYING IT."
03880 PRINT "THE RESULT LOOKS LIKE THIS"
03882 PRINT
03890 LET R$="TWO OF MY FAVOURITE MOVIES ARE PLAYING IN TOWN THIS WEEK."
03900 PRINT R$
03910 PRINT
03920 GOTO 4390
03930 PRINT "NO."
03935 LET X1=1
03940 PRINT "BY PUTTING THE COMMA AFTER 'WOLFMAN,'"

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03950 PRINT "YOU'RE BREAKING UP A WHOLE UNIT"
03960 PRINT "('DRACULA MEETS THE WOLFMAN' AND 'ROCK 'N ROLL MONSTER')"
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03970 PRINT "WHICH YOU SHOULDN'T DO."
03980 PRINT
03990 PRINT
04000 PRINT "YOU WOULDN'T WRITE"
04010 PRINT "APPLES," AND "PEACHES"
04012 PRINT
04020 PRINT "ASK YOURSELF WHAT WHOLE GROUP OF WORDS"
04030 PRINT "CAN BE REMOVED FROM THE SENTENCE"
04040 PRINT "WITHOUT DESTROYING ITS MEANING."
04050 REM THE STUDENT WILL BE BRANCHED BACK TO THE QUESTION AFTER THIS HINT
04052 PRINT
04060 PRINT "TRY AGAIN."
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04070 GOTO 03640
04080 PRINT "NO."
04082 LET X1=1
04090 PRINT "BY PUTTING THE COMMA AFTER 'PLAYING,'"
04100 PRINT "YOU ARE PUNCTUATING BY EAR IN THIS CASE."
04110 PRINT
04120 PRINT "YOU MIGHT PAUSE AFTER 'PLAYING' WHEN SPEAKING THE SENTENCE,"
04130 PRINT "BUT NOT WHEN WRITING BECAUSE THIS BREAKS UP THE UNIT"
04140 PRINT "'ARE PLAYING IN TOWN THIS WEEK'."
04150 PRINT
04160 PRINT
04170 PRINT "MOREOVER, YOU STILL HAVE THE PROBLEM OF A NONESSENTIAL PART OF YOUR SENTENCE"
04180 PRINT "THAT IS NOT ENCLOSED BY A PAIR OF COMMAS."
04190 GOSUB 80000
04200 PRINT "THINK OF THE FORMULA:"
04210 PRINT
04220 PRINT FB
04230 PRINT
04240 PRINT "AND TRY AGAIN."
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04250 REM THE STUDENT IS BRANCHED BACK TO THE QUESTION
04260 GOTO 03640
04270 PRINT "BY PUTTING THE COMMA AFTER 'TOWN,'"
04280 PRINT "YOU ARE BREAKING UP THE UNIT"
04290 PRINT "ARE PLAYING IN TOWN THIS WEEK."
04292 LET X1=1
04300 PRINT
04310 PRINT "YOU ARE REALLY PUNCTUATING BY EAR."
04320 PRINT "YOU MIGHT PAUSE WHILE SPEAKING AFTER THE WORD 'TOWN,'"
04330 PRINT "BUT NOT WHEN WRITING."
04340 REM THE STUDENT WILL BE BRANCHED BACK TO THE LINE THAT HAS ALREADY
04350 REM PROVIDED EXPLANATION FOR THE PREVIOUS WRONG ANSWER
04360 REM AND THEN WILL BE BRANCHED BACK FURTHER TO THE QUESTION AGAIN.
04370 GOTO 04170
04376 REM THE FOLLOWING LINES=SUBROUTINE TO CHANGE VALUES TO ZERO ON TRY AGAIN
04380 PRINT
04382 IF X1=1 THEN 4386
04384 GOTO 3826
04386 LET X=0
04389 GOTO 3826
04390 GOSUB 80000
04392 GOSUB 40000
04394 REM LINE ABOVE GOES TO L6
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04395- REM TAKES STUDENT TO D & P
04396 IF X+L9+L6=3 THEN 4400
04397 GOTO 50780
04400 REM A BRIEF OVERVIEW OF MATERIAL TAUGHT TO THIS POINT IS GIVEN HERE.
04402 PRINT
04404 PRINT
04406 PRINT
04410 PRINT "BY NOW, YOU SHOULD BE ABLE TO SEE THAT ANYTHING"
04420 PRINT "THAT CAN BE TAKEN OUT OF A SENTENCE WITHOUT"
04430 PRINT "CHANGING THE BASIC MEANING OF THE SENTENCE"
04432 PRINT "CAN BE CALLED 'NONESSENTIAL'."
04440 PRINT
04450 PRINT "THE IMPORTANT THING TO REMEMBER IS THAT"
04460 PRINT "WHATEVER IS TAKEN OUT"
04470 PRINT "MUST BE ENCLOSED BY A PAIR OF COMMAS."
04480 PRINT
04490 PRINT "ONE COMMA JUST ISN'T ENOUGH"
04500 PRINT "BECAUSE IT DOES NOT SHOW THE BEGINNING AND THE END"
04510 PRINT "OF WHAT YOU ARE SAYING IS NONESSENTIAL."
04520 PRINT
04530 PRINT
04540 PRINT
04550 PRINT "JUST THINK OF THE FORMULA:"
04560 PRINT F$
04562 GOSUB 80000
04570 PRINT
04580 REM THE NEXT EXAMPLE USES TRANSITIONAL WORDS.
04582 REM CONCEPT 3
04590 PRINT "LET'S TRY A SENTENCE THAT HAS A TRANSITIONAL WORD IN IT."
04600 PRINT
04610 PRINT "IT WOULD SEEM CLEAR, THEREFORE, THAT THE ROAD MUST BE BUILT."
04620 PRINT
04630 PRINT
04640 PRINT
04650 PRINT "AGAIN, YOU CAN SEE HOW THE FORMULA IS WORKING:"
04660 PRINT
04670 PRINT
04680 PRINT "THE WORD 'THEREFORE' IS ENCLOSED BY A PAIR OF COMMAS,"
04690 PRINT "JUST AS THE PHRASES AND CLAUSES WERE IN THE EXAMPLES WE'VE LOOKED AT."
04700 PRINT
04710 PRINT "THE LENGTH OF THE NONESSENTIAL ELEMENT IS NOT IMPORTANT."
04720 PRINT
04730 PRINT
04740 PRINT "WHAT IS IMPORTANT IS THAT IT CAN BE REMOVED WITHOUT DESTROYING THE SENTENCE."
04750 GOSUB 80000
04760 PRINT "THINK OF THE FORMULA,"
04770 PRINT "AND TRY THIS ONE:"
04772 REM CONCEPT 3, QUESTION 1 (D)
04774 REM QUESTION 37
04780 PRINT "HE WALKED BY AS IT HAPPENS, ONLY YESTERDAY."
04790 PRINT
04800 PRINT
04810 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
04820 INPUT D$
04830 IF D$="BY" THEN 04850
04840 IF D$="ONLY" THEN 04980

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04850 IF D$="WALKED" THEN 05090
04860 PRINT "YOUR ANSWER WAS NOT ANTICIPATED. PLEASE TRY AGAIN."
04870 GOTO 04780
04880 PRINT "RIGHT."
04882 LET D=1
04884 GOTO 5252
04885 PRINT
04890 PRINT "AS IT HAPPENS" IS A TRANSITIONAL CLAUSE"
04900 PRINT "(IT GETS YOU FROM ONE PART OF THE SENTENCE TO THE OTHER"
04910 PRINT "JUST AS 'THEREFORE' DID ABOVE)."
04920 PRINT
04930 PRINT
04940 PRINT "AS YOU SEE, THE LENGTH OF THE NONESSENTIAL ELEMENT."
04950 PRINT "ISN'T THE ISSUE--HAVING COMMAS ENCLOSE IT"
04960 PRINT "IS THE KEY IDEA."
04962 GOSUB 80000
04970 GOTO 05260
04980 PRINT "NO."
04985 LET D1=1
04990 PRINT "YOU'VE REALLY BROKEN THE SENTENCE INTO PIECES"
05000 PRINT "BY PUTTING THE COMMA AFTER 'ONLY.'"
05010 PRINT
05020 PRINT "LOOK AT THE FORMULA:"
05030 PRINT "F:"
05040 PRINT
05050 REM A HINT IS GIVEN AND THE STUDENT BRANCHED BACK TO TRY AGAIN
05060 PRINT "WHAT CORRESPONDS TO 'YYY' IN THE SENTENCE?"
05070 PRINT "TRY AGAIN."
05080 GOTO 04780
05090 PRINT "PUTTING THE COMMA AFTER 'WALKED' MAKES THE NONESSENTIAL"
05100 PRINT "PART OF YOUR SENTENCE"
05110 PRINT "'BY AS IT HAPPENS'"
05120 PRINT "WHICH DOESN'T MAKE MUCH SENSE."
05122 LET D1=1
05130 PRINT
05140 PRINT
05150 REM A HINT IS GIVEN AND THE STUDENT BRANCHED BACK TO TRY AGAIN
05160 PRINT "LOOK AT THE FORMULA:"
05170 PRINT "F:"
05180 PRINT
05190 PRINT "PUTTING THE COMMA WHERE YOU DID WOULD MEAN THAT THE"
05200 PRINT "SENTENCE WOULD READ"
05210 PRINT "HE WALKED ONLY YESTERDAY"
05220 PRINT "WHICH IS NOT WHAT THE ORIGINAL WAS SAYING."
05230 PRINT
05240 PRINT "TRY AGAIN."
05250 GOTO 04780
05252 IF D1=1 THEN 5256
05254 GOTO 4886
05256 LET D=0
05258 GOTO 4886
05259 REM ABOVE LINES A SUBPROGRAMME THAT CHANGES VALUES TO ZERO ON TRY AGAIN
05260 PRINT
05262 IF D=0 THEN 50030
05263 REM L.5262 ACTS AS A DECISION FRAME
05264 PRINT

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05270 PRINT "WE'VE LOOKED AT NONESSENTIAL"
 05280 PRINT "CLAUSES, PHRASES, TRANSITIONAL WORDS,, AND APPositIVES."
 05290 PRINT
 05300 PRINT
 05310 PRINT "BUT THERE ARE TIMES WHEN ELEMENTS IN A SENTENCE"
 05320 PRINT "MAY BE CONSIDERED ESSENTIAL OR NONESSENTIAL."
 05330 PRINT
 05340 REM THE CONCEPT OF ESSENTIAL OR RESTRICTIVE ELEMENTS IS BRIEFLY INTRODUCED HERE.
 05350 REM HOWEVER, THIS CONCEPT FALLS OUTSIDE OF THE OBJECTIVE OF THE LESSON
 05360 REM AND IS THEREFORE DEALT WITH ONLY SUPERFICIALLY.
 05370 REM ANOTHER LESSON ON THIS CONCEPT WILL BE WRITTEN.
 05372 PRINT
 05374 PRINT
 05380 PRINT "IN THOSE CASES, THE WRITER MUST MAKE THE DECISION"
 05390 PRINT "ABOUT THE KIND OF PUNCTUATION HE WILL USE."
 05400 PRINT
 05410 PRINT
 05420 PRINT "HERE'S AN EXAMPLE OF THIS:"
 05430 PRINT
 05440 PRINT
 05450 PRINT "HE THOUGHT THAT POLITICIANS, WHO ARE INTERESTED ONLY"
 05460 PRINT "IN GETTING VOTES, SHOULD NOT BE RESPECTED."
 05462 GOSUB 80000
 05470 PRINT
 05480 PRINT "THE KEY PROBLEM HERE IS THE UNIT OF WORDS"
 05490 PRINT "WHO ARE INTERESTED ONLY IN GETTING VOTES:"
 05500 PRINT
 05510 PRINT "IF WE FOLLOW THE FORMULA,"
 05520 PRINT "F"
 05530 PRINT "AND REMOVE THE UNIT, THE SENTENCE LOOKS LIKE THIS:"
 05540 PRINT
 05550 PRINT "HE THOUGHT THAT POLITICIANS SHOULD NOT BE RESPECTED."
 05552 GOSUB 80000
 05560 PRINT
 05570 PRINT
 05580 PRINT "IN THIS CASE, WE ARE BEING TOLD THAT"
 05590 PRINT "ALL POLITICIANS--REGARDLESS OF WHO THEY ARE--"
 05600 PRINT "SHOULD NOT BE RESPECTED:"
 05610 PRINT
 05620 PRINT
 05630 PRINT "BUT IF WE WANT TO SAY THAT THE ONLY POLITICIANS"
 05640 PRINT "WHO SHOULD NOT BE RESPECTED"
 05650 PRINT "ARE THE ONES WHO ARE INTERESTED ONLY IN GETTING VOTES,"
 05660 PRINT "THEN WE SHOULD OMIT THE COMMAS ALTOGETHER."
 05670 PRINT
 05680 PRINT "WHO ARE INTERESTED ONLY IN GETTING VOTES:"
 05690 PRINT "IS ESSENTIAL--WE MUST HAVE IT TO SHOW WHICH POLITICIANS"
 05700 PRINT "WE ARE TALKING ABOUT."
 05710 GOSUB 80000
 05720 PRINT
 05730 PRINT "LOOK AT THE TWO SENTENCES ONCE MORE--WITH AND WITHOUT COMMAS:"
 05740 PRINT
 05750 PRINT
 05760 PRINT "HE THOUGHT THAT POLITICIANS, WHO ARE INTERESTED ONLY IN GETTING VOTES,"
 05770 PRINT "SHOULD NOT BE RESPECTED."
 05780 PRINT

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05790 PRINT
05800 PRINT
05810 PRINT "HE THOUGHT THAT POLITICIANS WHO ARE INTERESTED ONLY IN GETTING VOTES"
05820 PRINT "SHOULD NOT BE RESPECTED."
05830 PRINT
05840 PRINT "IN THE FIRST CASE, THE SENTENCE SAYS SOMETHING ABOUT ALL POLITICIANS"
05850 PRINT "(THEY ARE INTERESTED ONLY IN GETTING VOTES)."
05860 PRINT
05870 PRINT "IN THE SECOND CASE, ONLY SOME POLITICIANS ARE BEING CONSIDERED"
05880 PRINT "(THOSE FEW WHO ARE INTERESTED ONLY IN GETTING VOTES)."
05890 PRINT
05900 PRINT "THIS PROBLEM HAPPENS MOST OFTEN WITH CLAUSES."
05910 GOSUB 80000
05920 PRINT
05930 PRINT
05940 PRINT "LOOK AT THIS EXAMPLE:"
05942 REM CONCEPT 4, QUESTION 1 (E)
05944 REM QUESTION 41
05950 PRINT
05960 PRINT "MY FRIEND, WHO IS A DOCTOR, PRESCRIBED TWO ASPIRINS FOR MY COLD."
05970 PRINT
05980 PRINT "SHOULD THE COMMAS BE REMOVED?"
05990 PRINT "TYPE EITHER 'YES' OR 'NO'."
06000 INPUT E$
06010 IF E$="YES" THEN 06050
06020 IF E$="NO" THEN 06280
06030 PRINT "THERE ARE ONLY TWO POSSIBLE ANSWERS--'YES' OR 'NO'."
06040 GOTO 05990
06050 PRINT "RIGHT."
06055 LET E=1
06060 REM THE FOLLOWING EXPLANATION WILL BE USED TO OVERTeach THE CONCEPT
06070 REM AND WILL ALSO BE USED AS THE REMEDIATION LOOP FOR THE WRONG ANSWER.
06080 PRINT "USING THE FORMULA"
06082 PRINT
06090 PRINT F$
06100 PRINT
06110 PRINT "WE CAN REMOVE THE 'YYY' PORTION"
06120 PRINT "{'WHO IS A DOCTOR'}"
06130 PRINT "AND THE RESULT WOULD BE THIS:"
06140 PRINT
06150 PRINT "MY FRIEND PRESCRIBED TWO ASPIRINS FOR MY COLD."
06160 PRINT
06170 PRINT "THIS MIGHT STRIKE YOUR READER AS STRANGE--"
06180 PRINT "WHY SHOULD YOUR FRIEND BE ABLE TO PRESCRIBE ANYTHING FOR ANYBODY."
06182 GOSUB 80000
06190 PRINT " "
06200 PRINT "THEREFORE, 'WHO IS A DOCTOR' IS ESSENTIAL"
06202 PRINT
06204 PRINT
06210 PRINT "IT CANNOT BE REMOVED WITHOUT DESTROYING THE FULL MEANING"
06220 PRINT "OF THE SENTENCE."
06230 PRINT
06240 PRINT "AND SINCE IT IS ESSENTIAL,"
06250 PRINT "THE FORMULA CANNOT BE APPLIED."
06252 PRINT
06260 PRINT "THEREFORE, THE COMMAS SHOULD BE REMOVED."

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6262 GOSUB 80000
06270 GOTO 6320
05280 PRINT "SORRY, YOU'RE WRONG."
05282 LET E=0
06290 PRINT "LOOK AT IT THIS WAY:"
05300 REM THE STUDENT WILL BE BRANCHED BACK TO THE FULL EXPLANATION.
06310 GOTO 06080
06315 REM L.6320 ACTS AS A DECISION FRAME
05320 IF E=0 THEN 62000
05321 PRINT
05322 PRINT
05323 PRINT
05324 PRINT
06330 PRINT "WE'RE READY TO DO A BRIEF REVIEW OF THE MATERIAL IN THIS LESSON"
06340 PRINT "BEFORE GOING ON TO A QUIZ."
06350 PRINT
06360 PRINT
06370 PRINT
05380 PRINT "RECALL THE FORMULA WE'VE BEEN USING:"
05382 PRINT
6384 PRINT "*****"
06390 PRINT FS
06400 PRINT
06402 PRINT "*****"
06406 PRINT
06410 PRINT "IT TELLS US THAT NONESSENTIAL PARTS OF A SENTENCE"
06420 PRINT "--THE 'YYY' PARTS--"
06430 PRINT "MUST BE ENCLOSED BY A PAIR OF COMMAS."
06440 PRINT
06450 PRINT "ONE COMMA ISN'T ENOUGH."
06460 PRINT
06470 PRINT "A NONESSENTIAL PART OF A SENTENCE COULD BE "
06480 PRINT "A CLAUSE"
06490 PRINT "OR A PHRASE,"
06500 PRINT "OR A TRANSITIONAL WORD,"
06510 PRINT "OR AN APPOSITIVE (AS IN THE EXAMPLE ABOVE ABOUT SHAKESPEARE'S PLAYS)."
6512 GOSUB 80000
06520 PRINT
06530 PRINT
06540 PRINT "THERE ARE ALSO TIMES WHEN YOU HAVE TO DECIDE"
06550 PRINT "WHETHER A PART OF YOUR SENTENCE"
06560 PRINT "IS OR IS NOT ESSENTIAL."
06570 PRINT
06580 PRINT "IF YOU DECIDE IT IS ESSENTIAL,"
06590 PRINT "THEN YOU PUT NO COMMAS AT ALL AROUND IT."
06600 PRINT
06610 PRINT "IN SUMMARY, IF A PART OF YOUR SENTENCE"
06620 PRINT "CAN BE REMOVED WITHOUT DESTROYING THE"
06630 PRINT "ESSENTIAL MEANING OF THAT SENTENCE,"
06640 PRINT "THEN IT IS NONESSENTIAL,"
06650 PRINT "AND THE FORMULA"
06660 PRINT FS
06670 PRINT "CAN BE APPLIED."
06680 GOSUB 80000
06690 PRINT
06700 PRINT

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06710 PRINT
06720 REM THE CRITERION TEST WILL NOW BE GIVEN.
06730 REM THE CRITERION TEST DEALS WITH ALL 4 CONCEPTS
06740 PRINT
06750 PRINT "LET'S TRY A BRIEF QUIZ."
06760 PRINT
06770 PRINT "YOU'LL BE ASKED TEN QUESTIONS,"
06780 PRINT "TOLD IF YOU WERE RIGHT OR WRONG,"
06790 PRINT "AND HAVE YOUR SCORE TALLIED."
06800 PRINT
06810 PRINT
06820 PRINT
06980 PRINT
06990 PRINT
07000 PRINT
07010 PRINT "YOUNG DAVID, THE GRDGR'S HELPER DELIVERED THE PACKAGE THIS MORNING."
07020 PRINT
07030 PRINT
07040 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
07050 PRINT
07060 PRINT
07070 INPUT T1$
07080 IF T1$="HELPER" THEN 07140
07090 IF T1$<>"HELPER" THEN 07100
07100 LET W$="INCORRECT"
07110 PRINT W$
07120 LET T1=0
07130 GOTO 07170
07140 LET C$="CORRECT"
07150 PRINT C$
07160 LET T1=1
07162 PRINT
07164 PRINT
07166 PRINT
07170 PRINT "THE COMPANY HAD DECIDED AFTER SOME THOUGHT, NOT TO BUILD THE PLANT."
07180 PRINT
07190 PRINT
07200 LET Q$="AFTER WHICH WORD DO YOU NEED A COMMA?"
07210 PRINT Q$
07220 PRINT
07230 PRINT
07240 INPUT T2$
07250 IF T2$="DECIDED" THEN 07300
07260 IF T2$<>"DECIDED" THEN 07270
07270 PRINT W$
07280 LET T2=0
07290 GOTO 07320
07300 PRINT C$
07310 LET T2=1
07320 PRINT
07330 PRINT
07340 PRINT "MY OLDER BROTHER, WHO HAS SEASON'S TICKETS WENT TO THE HOCKEY GAME."
07350 PRINT
07360 PRINT
07370 PRINT Q$
07380 PRINT

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07390 PRINT
07400 INPUT T3$
07410 IF T3$="TICKETS" THEN 07460
07420 IF T3$<>"TICKETS" THEN 07430
07430 PRINT W$
07440 LET T3=0
07450 GOTO 07490
07460 PRINT C$
07470 LET T3=1
07480 GOTO 07490
07490 PRINT
07500 PRINT
07510 PRINT "THE THREE NEW STUDENTS SMITH, JONES, AND BROWN, COME FROM TORONTO."
07520 PRINT
07530 PRINT
07540 PRINT Q$
07550 PRINT
07560 PRINT
07570 INPUT T4$
07580 IF T4$="STUDENTS" THEN 07630
07590 IF T4$<>"STUDENTS" THEN 07600
07600 PRINT W$
07610 LET T4=0
07620 GOTO 07660
07630 PRINT C$
07640 LET T4=1
07650 GOTO 07660
07660 PRINT
07670 PRINT
07680 PRINT "I STILL THINK, HOWEVER THAT THIS IS NOT THE BEST TIME TO VISIT."
07690 PRINT
07700 PRINT
07710 PRINT Q$
07720 PRINT
07730 PRINT
07740 INPUT T5$
07750 IF T5$="HOWEVER" THEN 07800
07760 IF T5$<>"HOWEVER" THEN 07770
07770 PRINT W$
07780 LET T5=0
07790 GOTO 07830
07800 PRINT C$
07810 LET T5=1
07820 GOTO 07830
07830 PRINT
07840 REM ADDITIONAL CT QUESTIONS FOR CPAIR
07850 PRINT
07860 PRINT
07870 PRINT
07880 PRINT "IF YOU AGREE WITH JONES WHO IS ONE OF THE"
07890 PRINT "MOST INFORMED PERSONS ON THE SUBJECT,"
07900 PRINT "YOU'RE IN GOOD COMPANY."
07910 PRINT
07920 PRINT
07930 PRINT "AFTER WHICH WORD WOULD YOU ADD A COMMA?"
07940 LET C$="CORRECT"

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07950 LET W$="INCORRECT"
07960 PRINT
07970 PRINT
07980 INPUT T6$
07990 IF T6$="JONES" THEN 8050
08000 PRINT W$
08010 LET T6=0
08020 GOTO 8100
08050 PRINT C$
08060 LET T6=1
08070 PRINT
08100 PRINT
08110 PRINT
08120 PRINT "CURRENT ECONOMIC CONDITIONS HERE AS WELL AS"
08130 PRINT "IN EUROPE AND JAPAN, ARE NOT THE BEST FOR INVESTMENT."
08140 PRINT
08150 PRINT
08160 PRINT "AFTER WHICH WORD WOULD YOU ADD A COMMA?"
08170 PRINT
08180 PRINT
08190 PRINT
08200 INPUT T7$
08210 IF T7$="CONDITIONS" THEN 8220
08212 PRINT W$
08214 LET T7=0
08216 GOTO 8230
08220 PRINT C$
08222 LET T7=1
08230 PRINT "ONCE THERE WAS A TIME, NOW "
08240 PRINT "SEEMINGLY LONG PAST WHEN GOOD"
08250 PRINT "WAS REWARDED AND EVIL PUNISHED."
08260 PRINT
08270 PRINT
08280 PRINT "AFTER WHICH WORD WOULD YOU ADD A COMMA?"
08290 PRINT
08300 PRINT
08310 INPUT T8$
08320 IF T8$="PAST" THEN 8350
08330 PRINT W$
08335 LET T8=0
08340 GOTO 8390
08350 PRINT C$
08360 LET T8=1
08390 PRINT
08400 PRINT
08410 PRINT "TOM PROMISED, NO MATTER HOW BAD"
08420 PRINT "THINGS GOT HE WOULD ALWAYS BE THERE."
08430 PRINT
08440 PRINT
08450 PRINT "AFTER WHICH WORD WOULD YOU ADD A COMMA?"
08460 PRINT
08470 PRINT
08480 INPUT T9$
08490 IF T9$="GOT" THEN 8530
08500 PRINT W$
08510 LET T9=0

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08520 GOTO 8580
08530 PRINT C$
08540 LET T9=1
08580 PRINT "IF YOU FOLLOW THESE DIRECTIONS,"
08590 PRINT "THEREFORE THINGS WILL GO AS YOU WISH."
08600 PRINT
08610 PRINT
08620 PRINT "AFTER WHICH WORD WOULD YOU ADD A COMMA?"
08630 PRINT
08640 PRINT
08650 INPUT U1$
08660 IF U1$="THEREFORE" THEN 8700
08670 PRINT W$
08680 LET U1=0
08682 GOTO 8720
08700 PRINT C$
08710 LET U1=1
08720 LET I=T1+T2+T3+T4+T5+T6+T7+T8+T9+U1
08730 PRINT "YOUR SCORE (OUT OF 10) EQUALS" T
08740 GOTO 90000
40000 REM QUESTION GOSUBBED AT 4392, EXTRA QUESTION FOR C2
40010 PRINT
40015 REM QUESTION 32
40020 PRINT "LET'S TRY THIS ONE:"
40030 PRINT
40040 PRINT "RAYMOND SMITH WHO IS ONE OF THE WORLD'S LEADING"
40050 PRINT "AUTHORITIES ON RARE BOOKS, SAID THAT THE VOLUME WAS WORTHLESS."
40060 PRINT
40070 PRINT
40080 PRINT "IF YOU WERE TO ADD A COMMA TO THIS,"
40082 PRINT "AFTER WHICH WORD WOULD PLACE IT?"
40090 PRINT
40100 PRINT
40110 INPUT L6$
40120 IF L6$="SMITH" THEN 40400
40130 PRINT "NO, THE RIGHT ANSWER IS 'SMITH'."
40140 LET L6=0
40150 PRINT "REMEMBER THAT WE ARE LOOKING AT NONESSENTIAL"
40160 PRINT "ELEMENTS IN A SENTENCE, AND HOW THEY MUST BE"
40170 PRINT "ENCLOSED BY A PAIR OF COMMAS."
40172 PRINT
40174 PRINT "ONE COMMA ALONE JUST ISN'T ENOUGH."
40180 PRINT "WHO IS ONE OF THE WORLD'S LEADING"
40190 PRINT "AUTHORITIES ON RARE BOOKS?"
40200 PRINT "IS A SINGLE UNIT; AND FURTHER,"
40210 PRINT "IT CAN BE REMOVED FROM THE SENTENCE:"
40220 PRINT
40230 PRINT "RAYMOND SMITH SAID THAT THE VOLUME WAS WORTHLESS."
40232 GOSUB 80000
40240 PRINT
40250 PRINT "BUT THE WRITER OF THIS SENTENCE WANTED TO GIVE"
40260 PRINT "MORE INFORMATION TO THE READER."
40270 PRINT "AND SO HE ADDED THE EXTRA WORDS."
40280 PRINT
40290 PRINT "BUT BECAUSE HE ALSO ADDED A COMMA AFTER 'BOOKS',"
40300 PRINT "HE NEEDS ANOTHER COMMA TO SET OFF THE EXTRA INFORMATION."

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40310 PRINT
40320 PRINT "THE PRINCIPLE, YOU'LL REMEMBER,"
40330 PRINT "IS THAT YOU HAVE TO HAVE A PAIR OF COMMAS"
40340 PRINT "TO ENCLOSE NONESSENTIAL PARTS OF A SENTENCE."
40350 PRINT
40376 GOSUB 80000
40378 PRINT
40380 PRINT
40390 GOTO 40500
40400 PRINT "RIGHT."
40404 LET L6=1
40406 PRINT
40410 PRINT "NONESSENTIAL ELEMENTS MUST BE ENCLOSED"
40420 PRINT "BY A PAIR OF COMMAS."
40430 GOTO 40180
40500 PRINT
40502 RETURN
40504 REM RETURNS TO 4392
40600 REM SECOND ADDITION TO CPAIR
40602 REM THIS QUESTION ACCESSED AT LINE AT 1732
40604 REM QUESTION 22
40606 REM EXTRA QUESTION FOR C1
40610 PRINT
40620 PRINT
40630 PRINT "LET'S LOOK AT THIS ONE."
40640 PRINT
40650 PRINT
40660 PRINT "AT THIS MOMENT, AND IN THE FORESEEABLE FUTURE I"
40670 PRINT "SEE NO POSSIBILITY OF A RADICAL CHANGE."
40680 PRINT
40690 PRINT
40700 PRINT "IF YOU WERE TO ADD A COMMA TO THIS SENTENCE,"
40710 PRINT "AFTER WHAT WORD YOU PUT IT?"
40720 PRINT
40730 PRINT
40740 INPUT L7$
40750 IF L7$="FUTURE" THEN 41000
40760 PRINT
40770 PRINT "NO, THE RIGHT ANSWER IS 'FUTURE'."
40780 LET L7=0
40790 PRINT "AND IN THE FORESEEABLE FUTURE"
40800 PRINT "IS A UNIT OF WORDS THAT CAN BE REMOVED"
40810 PRINT "FROM THE SENTENCE--IT IS NONESSENTIAL."
40820 PRINT
40830 PRINT "AS WE'VE SEEN, 'NONESSENTIAL'"
40840 PRINT "DOESN'T MEAN 'USELESS.'"
40850 PRINT
40860 PRINT "IT SIMPLY SAYS THAT THE WRITER FELT"
40870 PRINT "THAT IT WAS ADDED INFORMATION."
40880 PRINT
40890 PRINT "WITHOUT IT, YOU STILL HAVE A MEANINGFUL SENTENCE:"
40900 PRINT
40910 PRINT "AT THIS MOMENT, I SEE NO POSSIBILITY OF A RADICAL CHANGE."
40912 GOSUB 80000
40920 PRINT
40930 PRINT

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40940 PRINT "BUT ONCE THE COMMA WAS PUT IN AFTER 'MOMENT',"
40950 PRINT "THE SECOND ONE AFTER 'FUTURE' BECAME NECESSARY."
40960 PRINT
40962 PRINT
40964 PRINT "*****"
40970 PRINT "NONESSENTIAL ELEMENTS ALWAYS NEED TWO COMMAS,"
40980 PRINT "ONE BEFORE AND ONE AFTER LIKE THIS,"
40990 PRINT "TO ENCLOSE THEM AND SET THEM OFF."
40992 PRINT
40994 PRINT "*****"
40996 GOTO 41200
41000 PRINT "RIGHT."
41010 LET L7=1
41020 PRINT
41030 PRINT "YOU WERE RIGHT TO SEE THAT."
41040 GOTO 40790
41200 PRINT
42000 PRINT
42002 REM PROGRAM CONTINUES WITH QUESTION; ACCESSED AS PART OF GOSUB AT 1752
42004 REM EXTRA QUESTION FOR 31
42010 PRINT "HERE'S ANOTHER."
42020 PRINT
42030 PRINT
42035 REM QUESTION 23
42040 PRINT "IN DAYS GONE BY, THERE WERE MANY PEOPLE,"
42050 PRINT "ESPECIALLY THOSE WITH A SENSE OF ADVENTURE"
42052 PRINT "WHO MADE THE JOURNEY WEST."
42060 PRINT
42070 PRINT
42080 PRINT "IF YOU WERE TO ADD A COMMA TO THIS SENTENCE,"
42090 PRINT "AFTER WHICH WORD WOULD YOU PLACE IT?"
42100 PRINT
42110 PRINT
42120 INPUT L8$
42130 IF L8$="ADVENTURE" THEN 43000
42140 PRINT "NO, THE RIGHT ANSWER IS 'ADVENTURE'."
42150 PRINT
42160 LET L8=0
42170 PRINT "REMEMBER, WHEN A GROUP OF WORDS"
42180 PRINT "CAN BE REMOVED FROM A SENTENCE WITHOUT DESTROYING IT,"
42190 PRINT "WE CALL THAT 'NONESSENTIAL'."
42200 PRINT
42210 PRINT "THE MAIN THING TO REMEMBER IS THAT"
42220 PRINT "NONESSENTIAL ELEMENTS MUST BE ENCLOSED"
42230 PRINT "BY A PAIR OF COMMAS, NOT SET OFF WITH JUST ONE."
42240 PRINT
42250 PRINT "ESPECIALLY THOSE WITH A SENSE OF ADVENTURE"
42252 PRINT "IS A NONESSENTIAL ELEMENT."
42260 PRINT "AS YOU CAN SEE BY REMOVING IT:"
42270 PRINT
42280 PRINT "IN DAYS GONE BY, THERE WERE MANY PEOPLE"
42290 PRINT "WHO MADE THE JOURNEY WEST."
42300 PRINT
42310 PRINT "AS LONG AS ONE COMMA IS THERE, HOWEVER,"
42320 PRINT "YOU NEED THE SECOND ONE TOO."
42330 PRINT

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42340 PRINT"REMEMBER, THAT IT IS POSSIBLE TO REMOVE THE COMMA"
42350 PRINT "AFTER 'PEOPLE' SO THAT"
42352 PRINT"ESPECIALLY THOSE WITH A SENSE OF ADVENTURE"
42360 PRINT"BECOMES CONSIDERED ESSENTIAL TO THE SENTENCE."
42370 PRINT
42380 PRINT "ESSENTIAL ELEMENTS ARE NOT SET OFF BY COMMAS AT ALL."
42382 GOSUB 80000
42390 GOTO 43100
43000 PRINT "GOOD."
43010 LET L8=1
43020 PRINT"YOU WERE ABLE TO SEE THAT THE SENTENCE NEEDS"
43030 PRINT"A COMMA AFTER 'ADVENTURE' BECAUSE"
43040 GOTO 42250
43100 PRINT
43102 RETURN
43104 REM RETURNS TO 1760
44000 REM FOURTH EXTRA QUESTION
44002 REM ACCESSED AT 3152
44010 REM VARIABLE L9$
44015 REM QUESTION 25
44016 REM EXTRA QUESTION FOR 32
44020 PRINT "LET'S TRY THIS EXAMPLE:"
44030 PRINT
44040 PRINT
44050 PRINT"HE ARRANGED THINGS SO THAT, FOR HIS OWN "
44060 PRINT"SELFISH REASONS HE COULD BE THERE TO HELP US OUT."
44070 PRINT
44072 PRINT"AFTER WHICH WORD DO YOU NEED A COMMA?"
44074 PRINT
44080 PRINT
44082 INPUT L9$
44090 IF L9$="REASONS" THEN 45000
44100 PRINT"NO, THE RIGHT ANSWER IS 'REASONS'."
44110 LET L9=0
44120 PRINT "REMEMBER, IF SOMETHING IS 'NONESSENTIAL',"
44130 PRINT"(THAT IS, IT CAN BE REMOVED FROM THE SENTENCE).",
44140 PRINT"IT HAS TO BE ENCLOSED BY A PAIR OF COMMAS."
44150 PRINT
44160 PRINT
44170 PRINT "THE PROBLEM HERE IS THAT THERE IS A COMMA MISSING."
44180 PRINT
44190 PRINT "AS LONG AS THE WRITER PUT A COMMA AFTER 'THAT',"
44200 PRINT"HE NEEDED ANOTHER ONE AFTER 'REASONS'"
44210 PRINT"TO SHOW THAT 'FOR HIS OWN SELFISH REASONS'"
44230 PRINT"IS A NONESSENTIAL ELEMENT."
44250 PRINT "(TRY TAKING IT OUT:"
44260 PRINT "HE ARRANGED THINGS SO THAT HE COULD BE THERE"
44270 PRINT"TO HELP US OUT."
44280 PRINT
44290 PRINT "NOTE THAT YOU COULD REMOVE THE COMMA AFTER"
44300 PRINT"'THAT', WHICH WOULD MAKE 'FOR HIS OWN SELFISH REASONS'"
44310 PRINT "AN ESSENTIAL PART OF THE SENTENCE"
44320 PRINT"THAT COULDN'T BE REMOVED WITHOUT CHANGING THE MEANING."
44330 PRINT
44340 PRINT "ESSENTIAL ELEMENTS HAVE NO COMMAS AROUND THEM,"
44350 PRINT "BUT NONESSENTIAL ELEMENTS HAVE A PAIR,"

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44360 PRINT"ONE BEFORE AND ONE AFTER."
44370 PRINT
44380 PRINT
44390 GOTO 45100
45000 PRINT "RIGHT."
45010 LET L9=1
45020 PRINT "YOU WERE RIGHT TO SEE THAT"
45030 GOTO 44190
45100 PRINT
45102 RETURN
45104 REM THE ABOVE LINES RETURNS TO LINE 3183
50000 REM THIS SECTION CONTAINS ALL D & P FOR THE LESSON
50010 PRINT
50020 PRINT
50022 REM CONCEPT 1, Q1, D&P, M1
50024 REM QUESTION 38
50030 REM CONJUNCTIVE ADVERB, TRANSITIONALS, ETC
50032 REM D&P
50040 PRINT"LET'S TRY A FEW PRACTICE QUESTIONS."
50050 PRINT
50060 PRINT"MANY PEOPLE FELT, NEVERTHELESS THAT THE UMPIRE WAS WRONG."
50070 PRINT
50080 PRINT
50090 PRINT"AFTER WHICH WORD WOULD YOU ADD A COMMA?"
50100 PRINT
50110 PRINT
50120 PRINT
50130 INPUT M1$
50140 REM ALL VARIABLES WILL BE M1,M2 . . . TO N8$
50150 IF M1$="NEVERTHELESS" THEN 50200
50160 PRINT"NO, THE RIGHT ANSWER IS 'NEVERTHELESS'."
50170 PRINT"IT CAN BE REMOVED FROM THE SENTENCE WITHOUT"
50180 PRINT"CHANGING THE MEANING."
50190 LET M1=0
50195 GOTO 50250
50200 PRINT"RIGHT."
50210 LET M1=1
50220 PRINT"'NEVERTHELESS' IS A NONESSENTIAL WORD."
50250 PRINT
50260 PRINT
50270 PRINT
50275 REM QUESTION 39
50280 REM D&P Q2, M2
50290 PRINT
50300 PRINT"PROFESSOR ADOLPH DETERMINED, WHATEVER THE CLASS MIGHT"
50310 PRINT"HAVE FELT ABOUT IT, THAT WE WOULD"
50320 PRINT "ALL HAVE EXTRA ASSIGNMENTS."
50330 PRINT
50340 PRINT
50350 PRINT"ARE THE COMMAS CORRECTLY PLACED IN THIS SENTENCE?"
50360 PRINT
50370 PRINT"TYPE '1' FOR YES;"
50380 PRINT"TYPE '2' FOR NO."
50390 PRINT
50400 PRINT
50410 INPUT M2$

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50420 IF M2$="1" THEN 50480
50430 PRINT "SORRY, THEY'RE CORRECT."
50440 LET M2=0
50450 PRINT "WHATEVER THE CLASS . . . ABOUT IT"
50460 PRINT "CAN BE REMOVED FROM THE SENTENCE."
50470 GOTO 50520
50480 PRINT "RIGHT."
50490 LET M2=1
50520 PRINT
50530 REM D & P, Q3, M3
50535 REM QUESTION 40
50540 PRINT
50550 PRINT "THEY DID NOT REALIZE THAT HOWEVER HARD THEY"
50560 PRINT "MIGHT WORK, THEY WOULD STILL NEED TWO MORE YEARS."
50570 PRINT
50580 PRINT
50590 PRINT "ARE ADDITIONAL COMMAS NEEDED IN THIS SENTENCE?"
50600 PRINT
50610 PRINT
50620 PRINT "TYPE '1' FOR YES;"
50630 PRINT "TYPE '2' FOR NO."
50640 PRINT
50650 PRINT
50660 INPUT M3$
50670 IF M3$="2" THEN 50720
50680 PRINT "SORRY, THE SENTENCE IS CORRECT AS IT STANDS."
50690 PRINT
50700 LET M3=0
50710 GOTO 50770
50720 PRINT "RIGHT."
50730 LET M3=1
50770 PRINT
50772 GOTO 5264
50774 REM RETURNS TO MAIN BRANCH LINE 5264
50780 REM D & P CONCEPT 3
50790 REM PARENTHETICAL CLAUSES.
50792 REM ACCESSED AT LINE 4394
50800 PRINT "LET'S TRY A FEW PRACTICE QUESTIONS."
50810 PRINT
50820 PRINT
50830 PRINT
50835 REM QUESTION 33
50840 PRINT "ALL OF US, AS YOU MIGHT GUESS WERE UNHAPPY"
50850 PRINT "WITH THE DECISION TO CLOSE THE SCHOOL."
50860 PRINT
50870 PRINT
50880 PRINT
50890 PRINT "AFTER WHICH WORD SHOULD A COMMA BE ADDED HERE?"
50900 PRINT
50910 PRINT
50920 PRINT
50930 INPUT M4$
50940 IF M4$="GUESS" THEN 51000
50950 PRINT "SORRY, YOU NEED A COMMA AFTER 'GUESS'."
50960 PRINT
50970 LET M4=0

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50980 PRINT "AS YOU MIGHT GUESS' CAN BE REMOVED FROM THE SENTENCE."
50990 GOTO 51050
51000 PRINT "CORRECT."
51010 LET M4=1
51050 PRINT
51060 PRINT
51065 REM QUESTION 34
51070 REM CONCEPT 3, D & P, Q2, M5
51080 PRINT
51090 PRINT
51100 PRINT "FIVE MINUTES LATER WHEN WE REALLY NEEDED A TAXI"
51110 PRINT "NONE WAS TO BE FOUND."
51120 PRINT
51130 PRINT
51140 PRINT "DO YOU NEED A PAIR OF COMMAS IN THIS SENTENCE?"
51150 PRINT
51160 PRINT "TYPE '1' FOR YES, '2' FOR NO."
51170 PRINT
51180 PRINT
51190 INPUT M5
51200 IF M5="1" THEN 51250
51210 PRINT "NO, YOU NEED A COMMA AFTER 'LATER'."
51220 PRINT "AND ANOTHER AFTER 'TAXI'."
51230 PRINT "THE SENTENCE COULD READ"
51240 PRINT "FIVE MINUTES LATER NONE WAS TO BE FOUND."
51242 PRINT
51244 PRINT
51246 LET M5=0
51248 GOTO 51300
51250 PRINT "CORRECT."
51260 LET M5=1
51270 PRINT
51290 PRINT
51300 PRINT
51310 PRINT
51315 REM QUESTION 35
51400 REM CONCEPT 3, D & P, Q3, M6
51410 PRINT
51420 PRINT
51430 PRINT
51440 PRINT "THEY DID NOT BELIEVE NO MATTER HOW OFTEN WE ASSURED"
51450 PRINT "THEM, THAT THEY WERE SAFE WITH US."
51460 PRINT
51470 PRINT
51480 PRINT "AFTER WHICH WORD SHOULD A COMMA BE ADDED?"
51490 PRINT
51500 PRINT
51510 PRINT
51520 INPUT M6
51530 IF M6="BELIEVE" THEN 51600
51540 PRINT "SORRY, THE RIGHT ANSWER IS 'BELIEVE'."
51550 LET M6=0
51560 PRINT "NO MATTER HOW OFTEN WE ASSURED THEM"
51570 PRINT "IS NONESSENTIAL--IT CAN BE REMOVED"
51580 PRINT "FROM THE SENTENCE."
51590 GOTO 61650

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51600 PRINT"RIGHT."
51610 LET M6=1
61650 PRINT
61660 PRINT
61670 PRINT
61680 PRINT
61685 REM QUESTION 36
61690 REM CONCEPT 3, D&P, Q4, M7
61700 PRINT
61710 PRINT
61720 PRINT
61730 PRINT"OF ALL THE RUDE GIRLS I'VE KNOWN"
61740 PRINT"IN MY LIFE, AND I'VE KNOWN PLENTY,"
61750 PRINT "SHE TAKES THE CAKE."
61760 PRINT
61770 PRINT
61780 PRINT"IS THE COMMA PAIR USED CORRECTLY IN THIS SENTENCE?"
61790 PRINT
61800 PRINT"TYPE '1' FOR YES, '2' FOR NO."
61810 PRINT
61820 PRINT
61830 INPUT M7$
61840 IF M7$="1" THEN 61920
61850 PRINT"SORRY, IT IS USED CORRECTLY."
61860 LET M7=0
61870 PRINT"AND I'VE KNOWN PLENTY" IS NONESSENTIAL."
61880 PRINT
61890 PRINT
61900 GOTO 61980
61920 PRINT"RIGHT."
61930 LET M7=1
61980 PRINT
61990 PRINT
61992 GOTO 64400
61994 REM TAKES STUDENT BACK TO MAIN LINE OF PROGRAMME
61996 REM ACCESSED AT 6320
62000 REM NEW CONCEPT
62170 REM NON RESTRICT. MODIFIERS
62175 REM QUESTION 42
62180 REM Q1, D&P, N4
62190 PRINT"LET'S TRY A FEW PRACTICE QUESTIONS."
62192 PRINT
62200 PRINT
62210 PRINT"A DRIVER WITH MANY YEARS OF EXPERIENCE,"
62220 PRINT"SHOULD KNOW THE LAWS OF THE HIGHWAY."
62230 PRINT
62240 PRINT
62250 PRINT"TO REVISE THIS SENTENCE,"
62260 PRINT "SHOULD YOU ADD ANOTHER COMMA AFTER 'DRIVER'"
62270 PRINT "(TYPE '1'))"
62280 PRINT "OR DELETE THE COMMA AFTER 'EXPERIENCE'"
62290 PRINT "(TYPE '2')".
62300 PRINT
62310 PRINT
62320 INPUT N4$
62330 IF N4$="2" THEN 62400

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62340 PRINT "SORRY, YOU SHOULD DELETE THE COMMA AFTER 'EXPERIENCE.'"

62350 LET N4=0

62360 PRINT "IT IS AN ESSENTIAL MODIFYING PHRASE"

62370 PRINT "THAT CANNOT BE REMOVED FROM THE SENTENCE."

62380 GOTO 62450

62400 PRINT "CORRECT."

62410 LET N4=1

62420 PRINT

62450 PRINT

62460 PRINT

62465 REM QUESTION 43.

62470 REM CONCEPT 4, Q2, D&P, N5

62480 PRINT

62490 PRINT "A CAR WHICH COSTS \$200 IS"

62500 PRINT "PROBABLY NOT WORTH WASTING MONEY ON."

62510 PRINT

62520 PRINT

62530 PRINT "IF YOU ADDED A PAIR OF COMMAS,"

62540 PRINT "ONE AFTER 'CAR' AND ANOTHER AFTER '\$200',"

62550 PRINT "WOULD THE SENTENCE BE CORRECT"

62560 PRINT "(TYPE '1')"

62570 PRINT "OR INCORRECT (TYPE '2')?"

62580 PRINT

62590 PRINT

62600 INPUT N5\$

62610 IF N5\$="2" THEN 62700

62620 PRINT "SORRY, ADDING A PAIR OF COMMAS"

62630 PRINT "WOULD BE WRONG."

62640 LET N5=0

62650 PRINT "KNOWING THAT THE CAR IN QUESTION"

62660 PRINT "COST \$200 IS ESSENTIAL TO THE SENTENCE."

62670 PRINT

62680 GOTO 62750

62700 PRINT "RIGHT."

62710 LET N5=1

62750 PRINT

62755 REM QUESTION 44

62760 REM CONCEPT 4, Q3, D&P, N6

62770 PRINT

62780 PRINT

62790 PRINT "ALL THE MEN WHO MARCHED IN THE PARADE WERE"

62800 PRINT "VETERANS OF THE TWO WORLD WARS."

62810 PRINT

62820 PRINT "IS A COMMA PAIR NEEDED IN THIS SENTENCE?"

62830 PRINT

62840 PRINT

62850 PRINT "TYPE '1' FOR YES, '2' FOR NO."

62860 PRINT

62862 PRINT

62864 PRINT

62866 INPUT N6\$

62868 PRINT

62870 PRINT

62872 IF N6\$="2" THEN 62892

62874 PRINT "NO, THERE IS NO NEED FOR ANY"

62876 PRINT "EXTRA COMMAS IN THIS SENTENCE;"

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62878 PRINT"ALL THE INFORMATION IS ESSENTIAL."
62880 LET N6=0
62882 GOTO 62898
62892 PRINT"RIGHT."
62894 LET N6=1
62898 PRINT
62900 PRINT
62910 PRINT
62920 GOTO 6322
63100 REM CONCEPT ON PAR PHRASES, APPOSITIVES
63102 REM D&P 2
63110 PRINT"LET'S TRY A FEW PRACTICE QUESTIONS."
63112 PRINT
63120 PRINT
63130 REM Q1, D&P, M8
63135 REM QUESTION 26
63140 PRINT"BUT AMBITION HIS GREATEST FAULT, WAS HIS UNDOING."
63150 PRINT
63160 LET M8$="AFTER WHICH WORD SHOULD YOU ADD A COMMA?"
63170 PRINT M8$
63180 PRINT
63190 PRINT
63200 INPUT M8$
63210 IF M8$="AMBITION" THEN 63280
63230 PRINT"NO, THE ANSWER SHOULD BE 'AMBITION'."
63240 LET M8=J
63250 PRINT"'HIS GREATEST FAULT' IS AN APPOSITIVE."
63260 GOTO 63310
63280 M8=1
63290 PRINT"CORRECT."
63310 PRINT
63320 PRINT
63330 PRINT
63340 REM Q2, D&P, PAR PHRASES, APP. ETC, M9
63345 REM QUESTION 27
63350 PRINT
63360 PRINT
63370 PRINT"HER SOLID GOLD WATCH, A GIFT FROM HER"
63380 PRINT"BOYFRIEND HAS BEEN LOST."
63390 PRINT
63400 PRINT
63410 PRINT M8$
63420 PRINT
63430 PRINT
63440 INPUT M9$
63450 IF M9$="BOYFRIEND" THEN 63550
63460 IF M9$="FRIEND" THEN 63550
63470 PRINT"NO, THE RIGHT ANSWER IS 'BOYFRIEND'."
63480 LET M9=0
63490 PRINT"'A GIFT FROM HER BOYFRIEND'"
63500 PRINT"IS NONESSENTIAL AND NEEDS A COMMA PAIR"
63510 PRINT"AROUND IT."
63520 PRINT
63530 GOTO 63600
63550 PRINT"RIGHT."
63560 LET M9=1

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63600 PRINT
63610 REM PAR PHRASES, Q3, N1
63615 REM QUESTION 28
63620 PRINT "HER COUSIN, NOT HER SISTER WENT WITH HER FAMILY TO FLORIDA."
63630 PRINT
63640 PRINT
63650 PRINT N8$
63660 PRINT
63670 PRINT
63680 INPUT N1$
63690 IF N1$="SISTER" THEN 63790
63700 PRINT "SORRY, THE RIGHT ANSWER IS 'SISTER'."
63710 LET N1=0
63720 PRINT "'NOT HER SISTER' IS A NONESSENTIAL"
63730 PRINT "INSERTED EXPLANATION"
63740 PRINT "WHICH CAN BE REMOVED FROM THE SENTENCE."
63750 PRINT
63760 GOTO 63820
63790 PRINT "CORRECT."
63800 LET N1=1
63820 PRINT
63830 REM Q3, PAR PHRASES & APPJS, D&P, N2
63835 REM QUESTION 29
63840 PRINT "RON SHAVER, POTENTIALLY A GOLD MEDAL"
63850 PRINT "WINNER DECIDED TO TURN PROFESSIONAL."
63860 PRINT
63870 PRINT
63880 PRINT N8$
63890 PRINT
63900 PRINT
63910 INPUT N2$
63920 IF N2$="WINNER" THEN 64020
63930 PRINT "NO, THE RIGHT ANSWER IS 'WINNER'."
63940 LET N2=0
63950 PRINT "'POTENTIALLY A GOLD MEDAL WINNER'"
63960 PRINT "IS NONESSENTIAL AND NEEDS A COMMA PAIR AROUND IT."
63970 PRINT
63980 GOTO 64050
64020 PRINT "CORRECT."
64030 LET N2=1
64040 PRINT
64050 PRINT
64060 PRINT
64070 REM Q4, D&P, N3
64080 REM QUESTION 30
64090 PRINT "THE SOLUTION TO THIS MYSTERY IS NOT DESPITE"
64100 PRINT "WHAT YOU MIGHT THINK,"
64120 PRINT "EASY TO FIND."
64130 PRINT
64140 PRINT
64150 PRINT N8$
64160 PRINT
64170 PRINT
64180 INPUT N3$
64190 IF N3$="NOT" THEN 64200
64200 PRINT "NO, THE CORRECT ANSWER IS 'NOT'."

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64210 PRINT
64220 LET N3=0
64230 PRINT""DESPITE WHAT YOU MIGHT THINK""
64240 PRINT"IS NONESSENTIAL AND CAN BE REMOVED"
64250 PRINT"FROM THE SENTENCE."
64260 PRINT
64270 GOTO 64350
64290 PRINT"CORRECT."
64300 LET N3=1
64350 PRINT
64352 GOTO 3185
64354 REM RETURNS PROGRAM TO LINE 3185
64360 PRINT M1:M2:M3:M4:M5:M6:M7:M8:M9:N1:N2:N3:N4:N5:N6
80000 PRINT
80010 PRINT
80020 PRINT
80030 PRINT "TO BEGIN AGAIN, TYPE '1' AND THE 'RETURN' KEY."
80040 PRINT
80050 PRINT
80060 PRINT
80070 INPUT X9$
80080 IF X9$="1" THEN 80090
80082 IF X9$<>"1" THEN 80090
80090 PRINT
80100 PRINT
80110 RETURN
90000 REM PATTERN OF ANSWERS WILL NOW BE PRINTED OUT
90002 REM THE PATTERN OF ANSWERS PROVIDES A RECORD OF
90003 REM THE STUDENT'S RESULT FOR EACH QUESTION,
90004 REM ORGANIZED BY CONCEPT.
90010 REM CONCEPT 1: NONESSENTIAL PHRASE
90020 REM CONCEPT 2: NONESSENTIAL CLAUSE
90030 REM CONCEPT 3: TRANSITIONAL WORDS
90040 REM CONCEPT 4: ESSENTIAL VERSUS NONESSENTIAL
90050 REM D&P1 CONJUNCTIVE ADVERBS, TRANSITIONS
90052 REM D&P2 PARENTHETICAL PHRASES, APPOSITIVES
90054 REM D&P3 PARENTHETICAL CLAUSES
90056 REM D&P4 NONRESTRICTIVE ELEMENTS
90080 PRINT
90070 PRINT "PATTERN OF ANSWERS"
90080 PRINT "C1" A:C::L8:L7
90090 PRINT "C2" X:L9:L6
90092 REM L8,L9,L6,L7 ARE ALL GOSUBS
90100 PRINT"C3" D
90110 PRINT "C4" E
90112 PRINT"D&P1" M1:M2:Y3
90114 PRINT"D&P2" M8:M9:M1:N2:N3
90116 PRINT"D&P3" M4:M5:M5:Y7
90118 PRINT"D&P4"N4:N5:N6
90120 PRINT "C1" T1:T2:T3:T4:T5:T6:T7:T8:T9:U1
90130 PRINT"STUDENT'S NAME AND ID",Z9$
99999 END

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XCSE R

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00010 REM PROGRAM XCSE R
00020 REM FINAL DRAFT--SEPT 78/LH
00022 REM COPYRIGHT 1978
00030 REM WRITTEN BY A. KELLER
00032 REM ADDITIONAL MATERIAL BY ANNE BLOTT
00040 REM VANIER COLLEGE/CONCORDIA UNIVERSITY
00050 REM C1--QUESTIONS 13,14,15,16,17
00052 REM Q&P--BEGINS 2527--QUESTIONS 18,19,20
00054 REM CT--BEGINS 4326--10 QUESTIONS
00100 PRINT "PLEASE ENTER YOUR NAME AND ID NUMBER."
00102 PRINT
00104 PRINT
00106 INPUT Z9$
00108 PRINT
00110 REM THIS IS A MODULE IN USING THE COMMA FOR A SERIES OF ITEMS
00112 LET P$="TO BEGIN AGAIN, TYPE '1' AND THE 'RETURN' KEY."
00113 REM THIS IS PART OF THE PAUSE SUBROUTINE AT 80000
00120 PRINT "WE'RE READY TO LOOK AT ANOTHER USE OF THE COMMA"
00130 PRINT "--SEPARATING ITEMS IN A SERIES."
00140 PRINT
00150 PRINT
00160 PRINT
00170 PRINT "HERE IS A GENERAL RULE WHICH YOU CAN USE FOR A MODEL"
00180 PRINT "IN ALL THE SENTENCES WHERE YOU HAVE A SERIES."
00190 PRINT "IT'S A GOOD IDEA TO REMEMBER IT."
00200 PRINT
00204 PRINT "*****"
00210 PRINT
00220 PRINT "A, B, AND C"
00230 PRINT
00232 PRINT "*****"
00240 PRINT
00242 GOSUB 80000
00243 REM GOSUB 80000 IS A PAUSE SUBROUTINE USED AT VARIOUS POINTS
00244 REM THROUGHOUT THE LESSON TO ALLOW THE STUDENT TO PACE THE SPEED.
00250 PRINT "THE RULE SAYS THAT WHEN YOU HAVE THREE (OR MORE) ITEMS"
00260 PRINT "IN A SERIES, A COMMA SEPARATES EACH OF THE ITEMS,"
00264 PRINT "INCLUDING THE FINAL ONE."
00266 PRINT "THE LAST ITEM MUST HAVE A COMMA"
00270 PRINT "BEFORE THE CONJUNCTION."
00272 PRINT
00274 PRINT
00280 PRINT "FOR EXAMPLE:"
00282 PRINT
00290 PRINT "HE BOUGHT A NEW SHIRT, A NEW TIE, AND A NEW JACKET."
00300 PRINT
00310 PRINT "IT DOESN'T MATTER IF YOUR SERIES CONSISTS OF JUST SINGLE WORDS,"
00320 PRINT "OR PHRASES"
00330 PRINT "OR CLAUSES."
00340 PRINT
00350 PRINT
00360 PRINT "YOU MUST HAVE A COMMA BEFORE THE CONJUNCTION"
00370 PRINT "THAT TIES THE LAST ITEM TO YOUR SERIES."
00380 PRINT
00390 PRINT
00400 PRINT "IF YOU DON'T PUT THE COMMA IN BEFORE THE LAST ITEM,"
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00410 PRINT "YOU MAY CONFUSE YOUR READER."
00420 PRINT
00430 PRINT
00440 PRINT "FOR EXAMPLE, HOW MANY DIFFERENT COLOUR BRICKS"
00442 PRINT "ARE BEING BOUGHT IN THE FOLLOWING SENTENCE?"
00450 PRINT
00460 PRINT "THE BRICKS WE BOUGHT WERE RED, BLACK, WHITE AND GREY."
00470 PRINT
00480 PRINT "3? OR 4?"
00482 PRINT
00490 PRINT "TYPE YOUR ANSWER."
00495 REM THIS QUESTION IS NOT COUNTED. IT IS USED TO ILLUSTRATE THE
00496 REM POSSIBLE CONFUSION IF THE MODEL GIVEN IS NOT FOLLOWED.
00500 INPUT A$
00510 IF A$="3" THEN 00600
00520 IF A$="4" THEN 00710
00530 PRINT "THERE ARE ONLY TWO ANSWERS POSSIBLE HERE--'3' OR '4'."
00540 PRINT "CHOOSE ONE."
541 INPUT A$
00550 IF A$="3" THEN 00600
00560 IF A$="4" THEN 00710
00565 REM A SECOND MISTAKE WOULD BE MADE ONLY IF THE STUDENT WAS
00566 REM NOT USING THE TERMINAL CORRECTLY.
00570 PRINT "THERE SEEMS TO BE SOME PROBLEM HERE."
580 PRINT "SEE YOUR INSTRUCTOR."
00590 REM STUDENT IS DROPPED OUT OF THE PROGRAM
00592 GOTO 99998
00600 PRINT "WHAT YOU ARE SAYING IS THAT ONE KIND OF BRICK--THE LAST ONE--"
00610 PRINT "WAS REALLY TWO COLOURS: WHITE AND GREY."
00612 GOSUB 80000
00620 PRINT
00630 PRINT "THIS COULD BE TRUE."
00640 PRINT "THE PROBLEM IS WITH THE PERSON WHO WROTE THE SENTENCE."
00650 PRINT "HE MAY HAVE MEANT THAT THERE WERE FOUR KINDS OF BRICKS,"
00660 PRINT "AND EACH ONE HAS A DIFFERENT COLOUR, RED, BLACK, WHITE, AND GREY."
00662 GOSUB 80000
00670 PRINT "BUT NOT PUTTING IN A COMMA AFTER 'WHITE'"
00680 PRINT "MAKES THE WHOLE SENTENCE AMBIGUOUS. YOU HAVE TO GUESS."
00682 PRINT
00690 PRINT "GOOD WRITING NEVER MAKES THE READER GUESS."
691 PRINT
692 PRINT
00693 REM P$ SERVES THE SAME FUNCTION AS GOSUB 80000
694 PRINT P$
695 INPUT P
696 PRINT P$
00698 REM STUDENT IS DIRECTED PAST SECOND EXPLANATION
00700 GOTO 00790
00710 PRINT "WHAT YOU ARE SAYING IS THAT EACH BRICK WAS A DIFFERENT COLOUR."
00712 PRINT
00720 PRINT "ONE WAS RED, ONE WAS BLACK, ONE WAS WHITE,"
00730 PRINT "AND ONE WAS GREY."
00732 PRINT
00740 PRINT "BUT BY LEAVING OUT THE LAST COMMA,"
00750 PRINT "THE WHOLE ISSUE IS IN DOUBT."
00752 PRINT

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00763 PRINT "THE SENTENCE MAKES THE READER GUESS AT WHAT NUMBER IS MEANT."
00770 PRINT "GOOD WRITING NEVER DOES THAT."
00771 PRINT
00772 PRINT
00773 PRINT
00774 PRINT P$
00775 INPUT P.
00776 PRINT P1$
00780 GOTO 00790
00790 PRINT
00800 PRINT
00810 PRINT "BY PUTTING IN A COMMA BEFORE THE LAST ITEM OF THE SERIES,"
00820 PRINT "YOU'LL AVOID CONFUSION."
00830 PRINT
00840 PRINT
00845 REM REINFORCEMENT OF MODEL
00850 PRINT "HERE IS THE RULE AGAIN:"
00860 PRINT
00862 PRINT "*****"
00870 PRINT
00880 PRINT "A, B, AND C."
00890 PRINT
00892 PRINT "*****"
00900 PRINT
00910 PRINT "LET'S TRY A FEW EXAMPLES:"
00920 PRINT
00925 REM Q13 DEALS WITH WORDS IN A LIST
00930 REM QUESTION 13
00932 REM CONCEPT 1, QUESTION 1 (B)
00940 PRINT "HE STUDIED GERMAN, FRENCH AND LATIN AT COLLEGE."
00950 PRINT
00960 PRINT
00970 PRINT "AFTER WHICH WORD SHOULD YOU PUT A COMMA?"
00980 INPUT B$
00982 REM THIS ANALYSIS OF INPUT IS USED TO DIRECT THE STUDENT
00983 REM TO THE APPROPRIATE EXPLANATION FOR HIS RESPONSE.
00984 REM EACH ERROR RECEIVES AN INDIVIDUALIZED EXPLANATION
00985 REM SIMILAR ANALYSIS IS DONE FOR EACH QUESTION
00990 IF B$="FRENCH" THEN 01060
01000 IF B$="LATIN" THEN 01130
01010 IF B$="STUDIED" THEN 01300
01020 IF B$="AND" THEN 01330
01025 LET X$="YOUR ANSWER WAS NOT ANTICIPATED. PLEASE TRY AGAIN."
01026 REM X$ ALLOWS FOR TYPOGRAPHICAL ERRORS
01027 REM WITHOUT PENALIZING THE STUDENT.
01030 PRINT "YOUR ANSWER WAS NOT ANTICIPATED. PLEASE TRY AGAIN."
01035 REM L.1040 RETURNS TO QUESTION FOR TRY AGAIN.
01040 GOTO 00940
01050 PRINT
01060 PRINT "RIGHT."
01062 LET B=1
01064 GOTO 1342
01065 REM L.1062 IS A COUNTING MECHANISM USED TO KEEP TRACK
01066 REM OF STUDENT'S SCORE ON EACH QUESTION. A LETTER, E.G., A,B,
01067 REM ETC., IS ASSIGNED TO EACH QUESTION. WHEN CORRECT, THE
01068 REM VALUE IS 1; WHEN INCORRECT, 0. A SIMILAR LINE WILL BE

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01069 REM: FOUND AFTER EACH EXPLANATION FOR EACH QUESTION.
01070 PRINT
01080 PRINT "LATIN IS THE LAST ITEM IN THE SERIES."
01090 PRINT "AND THE COMMA SHOULD GO JUST BEFORE THE CONJUNCTION"
01100 PRINT "THAT TIES IT TO THE REST OF THE SENTENCE."
01102 PRINT
01110 GOSUB 80000
01115 REM STUDENT DIRECTED TO NEXT QUESTION
01120 GOTO 1350
01122 LET B1=1
01130 PRINT "NO."
01132 LET B1=1
01140 PRINT "LOOK AT THE RULE AGAIN."
01150 PRINT
01160 PRINT "IT SAYS THAT YOU HAVE TO HAVE A COMMA BEFORE THE CONJUNCTION"
01170 PRINT "THAT TIES THE LAST ITEM TO THE SERIES."
01172 PRINT
01173 REM THIS IS AN ATTEMPT TO CLARIFY THE APPLICATION OF THE MODEL.
01180 PRINT "WHICH WORD IS THE CONJUNCTION?"
01190 INPUT C$
01200 IF C$="AND" THEN 1230
01210 IF C$<>"AND" THEN 01220
01220 PRINT "NO, THE CONJUNCTION IS 'AND'."
01230 PRINT "--LOOK AT THE RULE ONCE MORE WITH THIS IN MIND."
01240 PRINT
01250 PRINT
01260 PRINT "A, B, AND C"
01270 PRINT "TRY AGAIN."
01280 GOTO 940
01300 PRINT "NO."
01302 LET B1=1
01310 PRINT "YOU ARE PUNCTUATING BY EAR, RATHER THAN WITH YOUR EYE."
01312 REM LINES 1320 & 1340 SEND STUDENT BACK TO EXPLANATION AND TRY AGAIN.
01320 GOTO 01140
01330 PRINT "NO."
01332 LET B1=1
01340 GOTO 01140
01342 IF B1=1 THEN 1346
01343 REM STUDENT IS ALLOWED ONLY 1 TRY AGAIN.
01344 GOTO 1070
01346 LET B=0
01348 GOTO 1070
01350 REM THE ABOVE LINES CHANGE VALUES TO ZERO FOR TRY AGAIN
01351 REM QUESTION 14
01352 REM CONCEPT 1, Q2, (E)
01353 PRINT
01355 REM Q14 DEALS WITH PHRASES IN A LIST.
01358 PRINT
01360 PRINT "THIS TIME WE'LL USE PHRASES."
01370 PRINT "BUT REMEMBER,"
01372 PRINT
01380 PRINT "THE SAME RULE--'A, B, AND C'--"
01390 PRINT "WILL APPLY."
01400 PRINT
01410 PRINT
01420 PRINT "WITH ENOUGH TIME, WITH ENOUGH EFFORT AND WITH ENOUGH SKILL."

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01430 PRINT "YOU WILL SUCCEED."
01440 PRINT
01450 PRINT
01460 PRINT "AFTER WHICH WORD, DO YOU NEED A COMMA HERE?"
01470 INPUT E$
01480 IF E$="EFFORT" THEN 01550
01490 IF E$="WITH" THEN 01540
01500 IF E$="ENOUGH" THEN 01710
01510 IF E$="WILL" THEN 01820
01520 LET X$="YOUR ANSWER WAS NOT ANTICIPATED. PLEASE TRY AGAIN."
01530 PRINT X$
01540 GOTO 1420
01550 PRINT "GOOD."
01552 LET E=1
01553 REM GOTO TO CHANGE VALUES TO 0 FOR TRY AGAIN.
01554 GOTO 1942
01560 PRINT "'WITH ENOUGH EFFORT' IS A WHOLE UNIT WHICH"
01570 PRINT "IS PART OF A SERIES"
01580 PRINT "(THE OTHER TWO ITEMS IN THIS SERIES ARE"
01590 PRINT "'WITH ENOUGH TIME' AND 'WITH ENOUGH SKILL')."
01592 PRINT
01600 PRINT "ACCORDING TO THE FORMULA--"
01610 PRINT "'A,B, AND C'--"
01620 PRINT "EACH ITEM MUST BE SEPARATED BY A COMMA."
01622 GOSUB 80000
01624 REM L.1630 AVOIDS EXPLANATION OF SPECIFIC ERRORS FOR STUDENTS
01625 REM WHO WERE CORRECT. PROCEEDS TO NEXT QUESTION.
01630 GOTO 01950
01640 PRINT "NO."
01642 LET E1=1
01650 PRINT "ASK YOURSELF WHAT ARE THE THREE WHOLE UNITS IN THIS SENTENCE."
01660 PRINT "IF YOU PUT THE COMMA AFTER 'WITH' (ANY OF THE 'WITH'S')."
01670 PRINT "YOU ARE BREAKING UP THE UNITS."
01672 PRINT
01680 PRINT "THINK OF THE RULE--'A,B, AND C'--"
01690 PRINT "AND TRY AGAIN."
01695 REM STUDENT DIRECTED BACK TO QUESTION.
01700 GOTO 01420
01710 PRINT "NO."
01712 LET E1=1
01720 PRINT "ASK YOURSELF WHAT ARE THE THREE WHOLE UNITS IN THIS SENTENCE."
01730 PRINT "REMEMBER, THEY SHOULD CORRESPOND TO THE UNITS 'A', 'B' AND 'C'"
01740 PRINT "IN THE FORMULA 'A,B, AND C.'"
01750 PRINT
01760 PRINT
01770 PRINT "IF YOU PUT A COMMA AFTER 'ENOUGH'"
01780 PRINT "(ANY OF THE 'ENOUGH'S')."
01790 PRINT "YOU WILL BE BREAKING UP THESE UNITS."
01792 PRINT
01800 PRINT "THINK OF THE RULE--'A,B, AND C'-- AND TRY AGAIN."
01805 REM STUDENT DIRECTED BACK TO QUESTION
01810 GOTO 01420
01820 PRINT "NO."
01822 LET E1=1
01830 PRINT "YOU ARE PUNCTUATING WITH YOUR EAR."
01832 PRINT

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01840 PRINT "YOU MIGHT PAUSE WHEN SPEAKING THIS SENTENCE AFTER 'WILL'."
01850 PRINT "TO EMPHASIZE THE WORD."
01860 PRINT "BUT YOU DON'T PUT A COMMA IN THERE WHEN YOU WRITE IT OUT."
01862 PRINT
01870 PRINT "MOREOVER, YOU STILL HAVE THE PROBLEM OF THREE UNITS"
01880 PRINT "IN YOUR SENTENCE THAT ARE IN A SERIES."
01890 PRINT "BUT WHICH DON'T FOLLOW THE FORMULA 'A,B, AND C.'"
01892 PRINT
01900 PRINT "ASK YOURSELF WHAT ARE THESE UNITS."
01902 PRINT
01910 PRINT "REMEMBER THEY HAVE TO CORRESPOND TO 'A', 'B', AND 'C'"
01920 PRINT "IN THE FORMULA 'A,B, AND C.'"
01930 PRINT "THINK OF THAT RULE, AND TRY AGAIN."
01935 REM STUDENT DIRECTED BACK TO QUESTION
01940 GOTO 01420
01942 IF E1=1 THEN 1946
01944 GOTO 1560
01946 LET E=0
01947 REM ABOVE LINES CHANGE VALUES TO 0 FOR TRY AGAIN.
01948 GOTO 1560
01949 REM CONCEPT 1, Q3, (F) QUESTION 15
01950 PRINT "LET'S TRY ANOTHER EXAMPLE, THIS TIME USING"
01960 PRINT "CLAUSES INSTEAD OF SINGLE WORDS OR PHRASES."
01965 REM Q15 DEALS WITH CLAUSES IN A LIST.
01970 PRINT
01980 PRINT
01990 PRINT "BUT REMEMBER"
02000 PRINT "THE SAME FORMULA---'A,B, AND C'---"
02010 PRINT "ALWAYS APPLIES."
02011 PRINT
02012 PRINT
02013 PRINT
02014 PRINT P$
02015 PRINT
02016 PRINT
02017 INPUT P
02018 PRINT
02019 PRINT
02020 PRINT P1$
02021 PRINT
02030 PRINT
02040 PRINT
02050 PRINT "IF YOU DO YOUR HOMEWORK, IF YOU SET THE TABLE"
02060 PRINT "AND IF YOU TAKE DOWN THE GARBAGE LATER, YOU CAN WATCH TV."
02070 PRINT
02080 PRINT
02090 PRINT "AFTER WHICH WORD IN THIS SENTENCE DO YOU NEED A COMMA?"
02092 PRINT
02094 PRINT
02100 INPUT F$
02110 IF F$="TABLE" THEN 02260
02120 IF F$="AND" THEN 02320
02130 IF F$="IF" THEN 02400
02140 REM THIS ANSWER WILL CATCH ANY RESPONSE OTHER THAN 'TABLE', 'AND', OR 'IF'
02150 PRINT "NO."
02152 LET F1=1

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02160 PRINT "ASK YOURSELF WHAT ARE THE THREE MAJOR UNITS IN THIS SENTENCE."
02170 PRINT "(HINT--THEY ARE ALL CLAUSES.)"
02172 PRINT
02180 PRINT "AFTER YOU HAVE DECIDED WHICH ARE THE THREE UNITS"
02190 PRINT "THAT CORRESPOND TO A, B C IN THE FORMULA"
02200 PRINT "APPLY THE FORMULA."
02210 PRINT "HERE'S THE QUESTION AGAIN."
02220 PRINT
02230 PRINT
02240 PRINT
02245 REM STUDENT DIRECTED BACK TO QUESTION.
02250 GOTO 02050
02260 PRINT "RIGHT."
02262 LET F=1
02264 GOTO 2512
02265 REM GOTO TO CHANGE VALUES FOR TRY AGAIN.
02270 PRINT "'IF YOU SET THE TABLE' IS THE SECOND OF THE THREE CLAUSES"
02280 PRINT "IN THIS SENTENCE THAT APPEARS AS A SERIES."
02282 PRINT
02290 PRINT "THE COMMA SHOULD GO JUST BEFORE THE CONJUNCTION"
02300 PRINT "THAT INTRODUCES THE LAST ITEM OF THE SERIES."
02302 GOSUB 80000
02310 GOTO 02519
02312 REM STUDENT DIRECTED TO NEXT QUESTION.
02320 PRINT "NO."
02322 LET F1=1
02330 PRINT "LOOK AT THE FORMULA."
02340 PRINT "THE COMMA GOES BEFORE THE CONJUNCTION."
02342 PRINT
02350 PRINT "TRY AGAIN, APPLYING THE FORMULA."
02360 PRINT
02370 PRINT
02380 PRINT
02390 GOTO 02050
02392 REM STUDENT DIRECTED BACK TO QUESTION.
02400 PRINT "NO."
02402 LET F1=0
02410 PRINT "A COMMA AFTER 'IF' (ANY OF THEM)"
02420 PRINT "MAY SEEM RIGHT, AS YOU SAY THIS SENTENCE ALOUD"
02430 PRINT "(BECAUSE IT STRESSES 'IF')"
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02440 PRINT "BUT ISN'T CORRECT WHEN IT IS WRITTEN OUT."

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02450 PRINT
02460 PRINT "ASK YOURSELF WHAT ARE THE THREE UNITS IN THIS SENTENCE"
02470 PRINT "THAT CORRESPOND TO 'A' 'B' AND 'C' IN THE FORMULA"
02480 PRINT "'A, B, AND C.'"
02490 PRINT
02500 PRINT "TRY AGAIN."
02501 PRINT
02502 PRINT
02503 PRINT
02504 PRINT P$
02505 PRINT
02506 PRINT
02507 INPUT P
02508 PRINT
02509 PRINT P1$

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02510 GOTO 2050
02512 IF F1=1 THEN 2516
02514 GOTO 2270
02516 LET F=0
02517 REM ABOVE LINES CHANGE VALUES FOR TRY AGAIN.
02518 GOTO 2270
02519 GOSUB 40000
02520 REM DECISION FRAME FOLLOWS
02522 IF B+E+F+L6+L7=5 THEN 4326
02524 REM THE ABOVE DECISION FRAME DETERMINES THE STUDENT'S MASTERY OF THE CONCEPT.
02525 REM IF HE ANSWERED ALL 5 QUESTIONS CORRECTLY HE SKIPS THE D&P. IF NOT,
02526 REM HE IS AUTOMATICALLY SENT THROUGH IT.
02527 REM CONCEPT 1, D&P
02530 PRINT
02540 PRINT
02550 PRINT "IN THE FOLLOWING SENTENCES, TYPE THE WORD AFTER WHICH YOU NEED A COMMA."
02560 PRINT
02570 PRINT
02580 PRINT "FOR EXAMPLE:"
02590 PRINT "HE BOUGHT TIES, SHIRTS AND SOCKS."
02600 PRINT
02610 PRINT
02620 PRINT "YOU WOULD TYPE 'SHIRTS'"
02630 PRINT "BECAUSE A COMMA SHOULD COME IMMEDIATELY AFTER IT."
02640 PRINT "(REMEMBER THE FORMULA---'A,B, AND C'.)"
02660 PRINT
02670 PRINT
02680 PRINT
02685 REM QUESTION 18
02690 PRINT "HERE'S THE FIRST ONE:"
02700 LET F$="A,B, AND C"
02710 PRINT
02720 REM D&P, QUESTION 1 (4)
02730 PRINT "THE PLAZA WAS FILLED WITH THE YOUNG, THE OLD AND THE MIDDLE-AGED."
02740 PRINT
02750 PRINT
02760 PRINT "AFTER WHICH WORD WOULD YOU PUT A COMMA?"
02770 INPUT H$
02780 IF H$="OLD" THEN 02850
02790 IF H$="FILLED" THEN 02910
02800 IF H$="AND" THEN 03040
02810 IF H$="PLAZA" THEN 03130
02812 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
02820 PRINT X$
02840 GOTO 02730
02850 PRINT "GOOD."
02860 PRINT "THE WORD 'OLD' IS THE SECOND OF THE THREE UNITS"
02870 PRINT "THAT APPEAR AS A SERIES IN THIS SENTENCE."
02880 PRINT "YOU'VE GOT THE IDEA."
02890 LET H=1
02900 GOTO 03260
02905 REM STUDENT DIRECTED TO NEXT QUESTION.
02910 PRINT "NO."
02920 PRINT "IF YOU PUT A COMMA AFTER 'FILLED',"
02930 PRINT "YOU'VE REALLY BROKEN UP THE FLOW OF YOUR SENTENCE."
02932 PRINT

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02940 PRINT "THE PLAZA WAS FILLED WITH----WHAT?"
02942 PRINT
02950 PRINT "AND YOU STILL HAVE THE PROBLEM OF THREE UNITS IN A SERIES"
02960 PRINT "WHICH DO NOT FOLLOW THE FORMULA."
02962 PRINT
02970 PRINT F$
02972 PRINT
02980 PRINT "APPLYING THIS FORMULA, THE RESULTS WOULD LOOK LIKE:"
02990 LET Z$="THE PLAZA WAS FILLED WITH THE YOUNG, THE OLD, AND THE MIDDLE-AGED."
03000 PRINT Z$
03010 PRINT "NOTICE THE COMMA AFTER 'OLD'--COMPARE IT TO THE FORMULA."
03020 LET H=0
03030 GOTO 03260
03035 REM STUDENT DIRECTED TO NEXT QUESTION
03040 PRINT "NO."
03042 LET H=0
03050 PRINT "THE COMMA GOES BEFORE THE CONJUNCTION 'IN THIS CASE 'AND'."
03060 PRINT "NOT AFTER IT."
03070 PRINT "LOOK AT THE FORMULA:"
03074 GOTO 02970
03075 REM STUDENT GIVEN ADDITIONAL EXPLANATION
03130 PRINT "NO."
03132 LET H=0
03140 PRINT "YOU'RE A LONG WAY OFF HERE."
03150 PRINT "IF YOU PUT THE COMMA AFTER 'PLAZA',"
03160 PRINT "YOU'RE REALLY BREAKING UP THE FLOW OF YOUR SENTENCE."
03162 PRINT
03170 PRINT "'THE PLAZA WAS FILLED WITH ETCTERA'"
03180 PRINT "IS A WHOLE UNIT"
03190 PRINT "NOT TWO UNITS--'THE PLAZA' AND 'WAS FILLED'."
03200 PRINT "LOOK AT THE FORMULA AGAIN:"
03210 PRINT F$
03220 PRINT "BY APPLYING IT, YOU'LL END UP WITH THIS:"
03230 PRINT Z$
03250 GOTO 03260
03260 PRINT "LET'S TRY ANOTHER."
03262 REM D&P, QUESTION 2 (I)
03263 REM QUESTION 19
03264 PRINT
03266 PRINT
03270 PRINT "THE EFFECT OF THE BOARD'S DECISION WILL BE FELT"
03280 PRINT "IN THE HIGH SCHOOLS, IN THE JUNIOR COLLEGES"
03290 PRINT "AND IN THE UNIVERSITIES."
03300 PRINT
03310 PRINT
03320 PRINT
03330 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
03340 INPUT I$
03350 IF I$="COLLEGES" THEN 03420
03360 IF I$="DECISIONS" THEN 03470
03370 IF I$="FELT" THEN 3592
03380 IF I$="AND" THEN 03740
03390 PRINT "NO."
03400 PRINT "CHECK YOUR ANSWER AND TRY AGAIN."
03405 REM STUDENT DIRECTED BACK TO QUESTION
3410 GOTO 3270

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03420 PRINT "GOOD."
03430 PRINT "'IN THE JUNIOR COLLEGES' IS A PHRASE WHICH IS"
03440 PRINT "ONE OF A SERIES OF PHRASES IN THE SENTENCE."
03450 LET I=1
03451 REM GOTO TO CHANGE VALUES FOR TRY AGAIN.
03452 GOTO 3802
03454 GOSUB 80000
03455 REM STUDENT DIRECTED TO NEXT QUESTION
03460 GOTO 03810
03470 PRINT "NO."
03472 LET I1=1
03480 PRINT "IF YOU PUT A COMMA AFTER 'DECISION', YOU ARE SAYING THAT"
03490 PRINT "THE WORDS BEFORE 'DECISION' SHOULD BE SEPARATED FROM THE WORDS AFTER IT."
03492 PRINT
03500 PRINT "THIS ISN'T THE CASE."
03510 PRINT "NEVER SEPARATE A SUBJECT (IN THIS CASE 'EFFECTS') "
03520 PRINT "FROM ITS VERB."
03522 PRINT
03530 PRINT "AND YOU STILL HAVE THE PROBLEM OF THREE UNITS IN SERIES."
03540 PRINT "ASK YOURSELF WHAT ARE THESE THREE UNITS IN THE SENTENCE."
03550 PRINT "REMEMBER THE FORMULA:"
03552 PRINT
03560 PRINT F$
03562 PRINT
03570 PRINT "APPLY IT TO THIS SENTENCE."
03580 PRINT "TRY AGAIN."
03585 REM STUDENT DIRECTED BACK TO QUESTION
03590 GOTO 03270
03592 PRINT "NO."
03594 LET I1=1
03600 PRINT "THE EFFECT OF PUTTING THE COMMA AFTER 'FELT' IS THE SAME AS"
03610 PRINT "PUTTING IT BEFORE THE 'A' IN THE FORMULA:"
03620 PRINT F$
03622 PRINT
03630 PRINT "OR TO PUT IT ANOTHER WAY,"
03640 PRINT "IT WOULD BE LIKE THE FOLLOWING SENTENCE:"
03650 PRINT "HE BOUGHT, SHOES, TIES, AND SOCKS."
03652 PRINT
03654 PRINT
03660 PRINT "NEVER SEPARATE PARTS OF A SENTENCE THAT BELONG TOGETHER."
03670 PRINT
03680 PRINT
03690 PRINT
03700 PRINT "ASK YOURSELF WHAT ARE THE THREE UNITS THAT CORRESPOND TO"
03710 PRINT F$
03712 PRINT
03720 PRINT "TRY AGAIN."
03725 REM STUDENT DIRECTED BACK TO QUESTION
03730 GOTO 03270
03740 PRINT "NO."
03742 LET I1=1
03750 PRINT "YOU'VE PUT THE COMMA IN THE WRONG PLACE."
03760 PRINT "LOOK AT THE FORMULA ONCE AGAIN:"
03762 PRINT
03770 PRINT F$
03772 PRINT

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03780 PRINT "WHERE SHOULD THE COMMA GO--BEFORE OR AFTER THE CONJUNCTION?"
03790 PRINT "TRY AGAIN."
03795 REM STUDENT DIRECTED BACK TO QUESTION
03800 GOTO 03270
03802 IF I=1 THEN 3806
03804 GOTO 3454
03806 LET I=0
03808 GOTO 3454
03809 REM ABOVE LINES CHANGE VALUES FOR TRY AGAIN
03810 PRINT
03812 REM D&P Q3(J)
03814 REM QUESTION 20
03820 PRINT "LET'S TRY ONE MORE."
03830 PRINT "THEY ASKED US THREE QUESTIONS--WHEN DID WE ARRIVE, WHEN DID WE LEAVE"
03840 PRINT "AND WHEN DID WE GET HOME."
03850 PRINT
03860 PRINT
03870 PRINT
03880 PRINT
03890 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
03900 INPUT JS
03910 IF JS="LEAVE" THEN 03980
03920 IF JS="AND" THEN 04050
03930 IF JS="US" THEN 04100
03940 IF JS="QUESTIONS" THEN 04240
03950 PRINT "YOUR ANSWER WAS NOT ANTICIPATED."
03960 PRINT "CHECK IT AND TRY AGAIN."
03970 GOTO 03830
03980 PRINT "RIGHT."
03982 LET J=1
03984 GOTO 4314
03985 REM GOTO TO CHANGE VALUES FOR TRY AGAIN
03990 PRINT "'WHEN DID WE LEAVE' IS THE SECOND OF THE THREE UNITS IN THE SENTENCE."
03992 PRINT
04000 PRINT "EVEN THOUGH THESE UNITS ARE CLAUSES,"
04010 PRINT "THEY STILL FOLLOW THE FORMULA--'A,B, AND C'--"
04020 PRINT "JUST AS SINGLE WORDS OR PHRASES DO."
04022 GOSUB 80000
04030 REM STUDENT DIRECTED TO CRITERION TEST.
04040 GOTO 4322
04050 PRINT "NO."
04052 LET J1=1
04060 PRINT "YOU'VE PUT THE COMMA IN THE WRONG PLACE."
04062 PRINT
04070 PRINT "IT SHOULD GO BEFORE THE CONJUNCTION, NOT AFTER IT."
04080 PRINT "CHECK YOUR ANSWER, AND TRY AGAIN."
04085 REM STUDENT DIRECTED BACK TO QUESTION.
04090 GOTO 03830
04100 PRINT "NO."
04102 LET J1=1
04110 PRINT "THIS IS A PRETTY UNLIKELY ANSWER HERE."
04112 PRINT
04120 PRINT "WHY BREAK UP A PERFECTLY GOOD UNIT OF WORDS--"
04130 PRINT "THEY ASKED US THREE QUESTIONS"
04140 PRINT "--WITH AN EXTRA COMMA?"
04150 PRINT "REMEMBER, A COMMA SEPARATES THINGS--AND YOU DON'T"

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04160 PRINT "WANT TO SEPARATE 'THEY ASKED US' FROM 'THREE QUESTIONS'."
04162 PRINT
04170 PRINT "ASK YOURSELF WHAT ARE THE THREE UNITS THAT APPEAR IN SERIES"
04180 PRINT "IN THIS SENTENCE."
04182 PRINT
04190 PRINT "REMEMBER YOUR FORMULA--'A,B, AND C'--AND APPLY IT."
04200 PRINT "TRY AGAIN."
04210 PRINT
04220 PRINT
04225 REM STUDENT DIRECTED BACK TO QUESTION
04230 GOTO 03830
04240 PRINT "NO."
04242 LET J1=1
04250 PRINT "THE DASH IS PERFECTLY ALL RIGHT--IT SHOWS A SUDDEN BREAK IN THOUGHT."
04252 PRINT
04260 PRINT "THE PROBLEM IN THIS SENTENCE"
04270 PRINT "IS WITH THE SERIES OF CLAUSES THAT DOES FOLLOW THE FORMULA"
04280 PRINT "WE'VE BEEN TALKING ABOUT."
04282 PRINT
04284 PRINT "A,B, AND C"
04286 PRINT
04290 PRINT "ASK YOURSELF WHAT ARE THESE THREE CLAUSES."
04300 PRINT "AND HOW DO THEY DIFFER FROM WHAT THE FORMULA DOES."
04310 PRINT "TRY AGAIN."
04311 REM STUDENT DIRECTED BACK TO QUESTION
04312 GOTO 3830
04314 IF J1=1 THEN 4316
04315 GOTO 3990
04316 LET J=0
04317 REM ABOVE LINES CHANGE VALUES FOR TRY AGAIN
04318 GOTO 3990
04320 GOTO 03830
04322 PRINT
04323 REM MAIN LINE OF PROGRAMME PICKED UP
04326 REM CRITERION TEST BEGINS
04327 REM NO EXPLANATIONS ARE PROVIDED FOR THE QUIZ
04328 REM THE STUDENT IS TOLD ONLY IF HE IS CORRECT OR INCORRECT
04330 PRINT "LET'S TRY A SHORT QUIZ TO SEE IF YOU'RE READY TO GO ON."
04532 PRINT
04534 PRINT
04536 PRINT
04540 PRINT "THERE WERE SEVERAL TEAMS INVOLVED IN THE TOURNAMENT--"
04550 PRINT "THE CANADIANS, THE FINNS, THE RUSSIANS AND THE SWEDES."
04560 PRINT
04570 PRINT
04580 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
04582 LET W$="INCORRECT"
04584 LET C$="CORRECT"
04590 INPUT A1$
04592 PRINT
04594 PRINT
04600 IF A1$="RUSSIANS" THEN 4625
04605 PRINT W$
04610 LET A1=0
04620 GOTO 4634
04625 PRINT C$

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04627 A1=1
04634 PRINT
04640 PRINT "HE WILL ENTER THE BUILDING ONLY WHEN THE TABLES"
04650 PRINT "HAVE BEEN PREPARED, WHEN THE STAFF IS READY"
04660 PRINT "AND WHEN THE HOST HAS TAKEN HIS PLACE."
04670 PRINT
04680 PRINT
04690 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
04700 INPUT A2$
04702 PRINT
04704 PRINT
04710 IF A2$="READY" THEN 04740
04712 PRINT W$
04720 LET A2=0
04730 GOTO 04744
04740 PRINT C$
04742 LET A2=1
04744 PRINT
04760 PRINT "WITH THE HELP OF THE STUDENTS, WITH THE HELP OF THE FACULTY"
04770 PRINT "AND WITH THE HELP OF THE STAFF, WE CAN MAKE THIS SCHOOL"
04780 PRINT "THE BEST ONE IN THE CITY."
04790 PRINT
04800 PRINT
04810 PRINT
04820 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
04822 PRINT
04824 PRINT
04830 INPUT A3$
04840 IF A3$="FACULTY" THEN 04870
04842 PRINT W$
04850 LET A3=0
04860 GOTO 04880
04870 LET A3=1
04872 PRINT C$
04880 PRINT "A STRONG COUNTRY REQUIRES A PEOPLE WHO ARE DEEPLY COMMITTED,"
04890 PRINT "SERIOUSLY INVOLVED AND STRONGLY AWARE OF THEIR RESPONSIBILITIES."
04900 PRINT
04910 PRINT
04920 PRINT
04930 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
04940 PRINT
04950 PRINT
04960 PRINT
04970 INPUT A4$
04980 IF A4$="INVOLVED" THEN 05010
04982 PRINT W$
04990 LET A4=0
05000 GOTO 05030
05010 LET A4=1
05012 PRINT C$
05020 GOTO 05030
05030 PRINT
05040 PRINT
05050 PRINT
05060 PRINT
05070 PRINT

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05080 PRINT "JUST THINK OF THE FUTURE--NEW PEOPLE"

05090 PRINT "NEW CHALLENGES, AND NEW WORLDS."

05100 PRINT

05110 PRINT

05120 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"

05130 LET W\$="INCORRECT"

05140 LET C\$="CORRECT"

05145 INPUT A\$

05150 IF A\$="PEOPLE" THEN 5200

05160 PRINT W\$

05170 LET A5=0

05180 GOTO 5250

05200 PRINT C\$

05210 LET A5=1

05250 PRINT

05260 PRINT

05270 PRINT

05280 PRINT "WE WANTED TO BUY THREE COATS,"

05290 PRINT "TWO SHIRTS AND ONE TIE."

05300 PRINT

05310 PRINT

05320 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"

05330 PRINT

05340 PRINT

05350 PRINT

05360 INPUT A6\$

05370 IF A6\$="SHIRTS" THEN 5410

05380 PRINT W\$

05390 LET A6=0

05400 GOTO 5450

05410 PRINT C\$

05420 LET A6=1

05450 PRINT

05460 PRINT

05470 PRINT "THE SERMON LAST SUNDAY REMINDED US AGAIN"

05480 PRINT "OF THE UNIVERSAL NEED FOR FAITH HOPE, AND CHARITY."

05490 PRINT

05500 PRINT

05510 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"

05520 PRINT

05530 PRINT

05540 INPUT A7\$

05550 IF A7\$="FAITH" THEN 5600

05560 PRINT W\$

05570 LET A7=0

05580 GOTO 5630

05600 PRINT C\$

05610 LET A7=1

05630 PRINT

05640 PRINT

05650 PRINT

05660 PRINT "THE TOY TRAIN WILL RUN IF YOU PRESS"

05670 PRINT "THE RED BUTTON, CHECK THE GREEN"

05680 PRINT "DIAL AND PULL THE BLACK SWITCH."

05690 PRINT

05700 PRINT


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05710 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
05720 PRINT
05730 PRINT
05740 PRINT
05750 INPUT A8$
05760 IF A8$="DIAL" THEN 5800
05770 PRINT M$
05780 LET A8=0
05790 GOTO 5830
05800 PRINT C$
05810 LET A8=1
05830 PRINT
05840 PRINT
05850 PRINT
05860 PRINT "THE CHILDREN APPEARED WITH SHINING"
05870 PRINT "FACES GREAT EXPECTATIONS, AND DIRTY HANDS."
05880 PRINT
05890 PRINT
05900 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
05910 PRINT
05920 PRINT
05930 PRINT
05940 INPUT A9$
05950 IF A9$="FACES" THEN 6000
05960 PRINT M$
05970 LET A9=0
05980 GOTO 6030
05000 PRINT C$
05010 LET A9=1
06030 PRINT
05040 PRINT
06050 PRINT ""
06060 PRINT "FOR DINNER, HE ATE A SALAD, A STEAK AND A WHOLE CHERRY PIE."
06070 PRINT
06075 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
06080 PRINT
06090 PRINT
06100 INPUT T1$
06110 IF T1$="STEAK" THEN 6150
06120 PRINT M$
06130 LET T1=0
06140 GOTO 6200
06150 PRINT C$
06160 LET T1=1
06165 REM FOLLOWING LINE TALLIES THE TEST SCORE
06200 LET A=A1+A2+A3+A4+A5+A6+A7+A8+A9+T1
06210 PRINT "YOUR SCORE (OUT OF TEN) IS", A
06300 GOTO 90000
40000 REM THIS QUESTION IS ACCESSED VIA GOSUB ON LINE 2519
40005 REM GOSUB 40000 ACCESSES 2 ADDITIONAL QUESTIONS
40006 REM FOR THE CONCEPT
40010 PRINT
40015 REM QUESTION 16
40020 PRINT "HERE'S ANOTHER:"
40030 PRINT
40040 PRINT

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40050 PRINT "THINK OF BRIGHT SKIES, WARM DAYS AND BEAUTIFUL BEACHES."
40060 PRINT
40070 PRINT
40080 PRINT "AFTER WHICH WORD SHOULD YOU PUT ANOTHER COMMA?"
40090 PRINT
40100 PRINT
40110 INPUT L6$
40120 IF L6$="DAYS" THEN 40200
40130 IF L6$="OF" THEN 40300
40140 IF L6$="BEAUTIFUL" THEN 40500
40150 PRINT X$
40160 PRINT
40165 REM STUDENT DIRECTED BACK TO QUESTION
40170 GOTO 40050
40200 PRINT "RIGHT."
40210 LET L6=1
40220 PRINT "ACCORDING TO THE MODEL WE'VE BEEN USING----"
40230 PRINT "'A, B, AND C'."
40240 PRINT "--- 'DAYS' IS THE SECOND UNIT IN A SERIES OF THREE:"
40250 PRINT
40260 PRINT "THEREFORE, THE COMMA SHOULD COME RIGHT AFTER IT"
40270 PRINT "AND BEFORE THE COORDINATING CONJUNCTION 'AND'."
40280 PRINT
40282 PRINT "THE SENTENCE SHOULD READ: "
40284 PRINT
40286 PRINT "THINK OF BRIGHT SKIES, WARM DAYS, AND BEAUTIFUL BEACHES."
40290 PRINT
40292 GOSUB 80000
40293 REM STUDENT DIRECTED TO NEXT QUESTION
40294 GOTO 40900
40300 PRINT
40310 PRINT "NO, THE RIGHT ANSWER IS 'DAYS'."
40320 PRINT
40330 LET L6=0
40340 PRINT "PUTTING THE COMMA AFTER 'OF' SHOWS THAT "
40350 PRINT "YOU ARE PUNCTUATING AS IF YOU WERE SPEAKING."
40360 PRINT
40370 PRINT "YOU MIGHT PAUSE WHEN SPEAKING AFTER 'OF'"
40380 PRINT "TO GIVE EMPHASIS TO 'BRIGHT SKIES, ETC.',"
40390 PRINT "BUT THIS ISN'T DONE WITH A COMMA IN WRITING."
40400 PRINT
40410 PRINT "LOOK AT THIS SENTENCE IN THIS WAY: "
40420 PRINT
40425 REM STUDENT DIRECTED TO MAIN EXPLANATION
40430 GOTO 40220
40500 PRINT "NO, THE RIGHT ANSWER IS 'DAYS'."
40510 LET L6=J
40520 PRINT "BY PUTTING THE COMMA AFTER 'BEAUTIFUL',"
40530 PRINT "YOU SEEM TO WISH TO GIVE EMPHASIS TO 'BEACHES'."
40540 PRINT
40550 PRINT "YOU MIGHT DO THIS WITH A PAUSE WHEN SPEAKING,"
40560 PRINT "BUT YOU CAN'T USE A COMMA FOR THE SAME"
40570 PRINT "EFFECT WHEN WRITING."
40580 PRINT
40590 PRINT "MOREOVER, YOU STILL HAVE THE PROBLEM OF"
40600 PRINT "THREE ITEMS IN A SERIES."

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40610 PRINT
40620 PRINT"THINK OF THE SENTENCE THIS WAY: "
40630 PRINT
40635 REM STUDENT DIRECTED TO MAIN EXPLANATION
40640 GOTO40220
40900 PRINT
43000 PRINT
43010 REM SECOND QUESTION FOR CSER ADDITIONS
43015 REM QUESTION 17
43020 REM THIS QUESTION IS ACCESSED VIA GOSUB ON LINE 2519
43030 PRINT
43040 PRINT
43050 PRINT"TRY THIS ONE: "
43060 PRINT
43070 PRINT"THEY WENT TO THE CAMPING STORE "
43080 PRINT "TO BUY ROPE KNIVES, AND FUEL."
43090 PRINT
43100 PRINT
43110 PRINT"AFTER WHICH WORD DO YOU NEED A COMMA?"
43120 PRINT
43130 PRINT
43140 INPUT L7$
43150 IF L7$="ROPE" THEN 43200
43160 IF L7$="WENT" THEN 43400
43162 IF L7$="BUY" THEN 43700
43164 IF L7$="STORE" THEN 43860
43170 PRINT X$
43180 GOTO 43070
43200 PRINT "RIGHT."
43210 LET L7=1
43220 PRINT "THE MODEL WE'VE BEEN LOOKING AT--"
43230 PRINT"A,B,AND C."
43240 PRINT"--SAYS THAT ITEMS IN A SERIES"
43250 PRINT"MUST BE SEPARATED BY COMMAS."
43252 GOSUB 80000
43260 PRINT
43270 PRINT"THERE IS ALREADY A COMMA BETWEEN 'KNIVES' AND 'FUEL'."
43280 PRINT "(AS WELL AS BEFORE THE WORD 'AND' SINCE"
43290 PRINT "'FUEL' IS THE LAST ITEM IN THE SERIES),"
43300 PRINT"BUT YOU STILL NEED ONE MORE BETWEEN"
43310 PRINT"'ROPE' AND 'KNIVES'."
43312 PRINT
43314 PRINT "THE SENTENCE SHOULD READ"
43316 PRINT"THEY WENT TO THE CAMPING STORE"
43318 PRINT"TO BUY ROPE, KNIVES, AND FUEL."
43320 PRINT
43322 GOSUB 80000
43324 REM STUDENT DIRECTED PAST SPECIFIC EXPLANATIONS
43325 REM BACK TO MAIN BODY OF LESSON.
43330 GOTO 43990
43400 PRINT"NO, THE RIGHT ANSWER IS 'ROPE'."
43410 PRINT
43420 LET L7=0
43430 PRINT"A COMMA AFTER 'WENT' BREAKS UP THE SENTENCE."
43440 PRINT
43450 PRINT "IT MAY BE POSSIBLE TO PAUSE THERE WHEN SPEAKING"

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43460 PRINT "TO GIVE EMPHASIS TO WHAT FOLLOWS,"
43470 PRINT
43480 PRINT "BUT A COMMA DOESN'T HAVE THIS FUNCTION."
43490 PRINT
43500 PRINT "MOREOVER, YOU STILL HAVE THE PROBLEM"
43510 PRINT "OF THREE ITEMS IN A SERIES,"
43520 PRINT "AND HOW THEY SHOULD BE SEPARATED."
43530 PRINT
43540 PRINT "REMEMBER"
43545 REM STUDENT DIRECTED BACK TO MAIN EXPLANATION
43550 GOTO 43220
43700 PRINT "NO, THE RIGHT ANSWER IS 'ROPE'."
43710 LET L7=0
43720 PRINT "BY PUTTING A COMMA AFTER 'BUY',"
43730 PRINT "YOU'RE SEPARATING THE OBJECT OF THE SENTENCE"
43740 PRINT "('ROPE, ETC.)--THE THING THAT RECEIVES"
43750 PRINT "THE ACTION OF BUYING"
43760 PRINT "FROM THE VERB ('BUY')."
43770 PRINT
43780 PRINT "THIS IS SOMETHING THAT SHOULD NEVER BE DONE."
43790 PRINT
43800 PRINT "BESIDES, YOU STILL HAVE THE PROBLEM"
43810 PRINT "OF ITEMS IN A SERIES AND HOW TO"
43820 PRINT "SEPARATE THEM FROM EACH OTHER."
43830 PRINT
43840 PRINT "REMEMBER"
43845 REM STUDENT DIRECTED TO MAIN EXPLANATION
43850 GOTO 43220
43860 PRINT "NO, THE RIGHT ANSWER IS 'ROPE'."
43870 PRINT
43880 LET L7=0
43890 PRINT "A COMMA AFTER 'STORE'"
43900 PRINT "BREAKS UP THE SENTENCE INCORRECTLY."
43910 PRINT
43920 PRINT "'THEY WENT TO THE CAMPING STORE'"
43930 PRINT "AND"
43940 PRINT "'TO BUY ROPE ETC.'"
43950 PRINT "ARE ALL PART OF ONE UNIT THAT SHOULD"
43960 PRINT "BE KEPT INTACT--THERE IS NO LOGICAL"
43970 PRINT "REASON NOT TO."
43975 REM STUDENT GIVEN ADDITIONAL & MAIN EXPLANATION
43980 GOTO 43450
43990 PRINT
44000 RETURN
44010 REM RETURN TO LINE 2520
80000 PRINT
80010 PRINT
80020 PRINT
80030 PRINT "TO CONTINUE, TYPE '1' AND THE 'RETURN' KEY."
80040 PRINT
80050 PRINT
80060 INPUT M9$
80070 IF M9$="1" THEN 80090
80090 PRINT
80100 PRINT
80110 RETURN

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90000 REM C1 MAIN QUESTION ON CONCEPT
90010 REM D&P. DRILL AND PRACTICE QUESTIONS
90020 REM CT IS TEN ITEMS AS OF JAN 28/78
90090 PRINT
90100 PRINT
90110 PRINT "PATTERN OF ANSWERS".
90112 REM THE PATTERN OF ANSWERS PROVIDES A RECORD
90114 REM OF THE STUDENT'S RESULT FOR EACH QUESTION.
90120 PRINT
90130 PRINT "C1" B;E;F;L6;-7
90140 PRINT "D&P" H;I;J
90150 PRINT "CT" A1;A2;A3;A4;A5;A6;A7;A8;A9;T1
90160 PRINT "STUDENT'S NAME AND ID",Z9\$
99998 PRINT "THIS IS THE END OF THE LESSON ON THE COMMA TO SEPARATE ITEMS IN A SERIES."
99999 END

XCMAN

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00100 REM LESSON ON USING THE COMMA TO SEPARATE MAIN CLAUSES
00102 REM LESSON ALSO INCLUDES BRIEF SECTION ON THE COMMA SPLICE
00104 PRINT "MAIN"
00110 REM VANIER COLLEGE/CONCORDIA U
00120 REM WRITTEN BY ARNO D KELLER
00125 REM ADDITIONAL MATERIALS BY ANNE BLOTT
00130 REM FINAL DRAFT--SEPT.78/LW
00132 REM COPYRIGHT 1978
00133 PRINT "PLEASE ENTER YOUR NAME AND ID NUMBER."
00134 PRINT
00136 INPUT N$
00138 PRINT
00140 REM C1--QUESTIONS 1,2,3
00142 REM D&P1--BEGINS 2730--QUESTIONS 4,5,6
00144 REM C2--BEGINS 4000--QUESTIONS 7,8,9
00146 REM D&P2--BEGINS 6530--QUESTIONS 10,11,12
00147 REM C3--BEGINS 15000--10 QUESTIONS
00148 REM INTRODUCTION OF MAIN CONCEPT--C1--WHICH DEALS
00149 REM WITH CONJUNCTIONS WITHOUT COMMAS.
00150 PRINT "IN THIS LESSON,"
00160 PRINT "WE'LL LOOK AT ONE OF THE MOST IMPORTANT"
00170 PRINT "USES OF THE COMMA--"
00180 PRINT
00190 PRINT "SEPARATING TWO MAIN CLAUSES."
00200 PRINT
00210 PRINT "HERE IS A MODEL THAT SHOULD BE USEFUL TO YOU:"
00220 PRINT
00222 PRINT "*****"
00230 PRINT
00240 LET F9$="XXX, AND YYY"
00250 PRINT F9$
00260 PRINT
00262 PRINT "*****"
00270 PRINT
00280 PRINT "'XXX' AND 'YYY' ARE MAIN CLAUSES,"
00290 PRINT "AND THEY ARE SEPARATED BY A COMMA AND A COORDINATING CONJUNCTION."
00300 PRINT
00310 PRINT "IN THE MODEL GIVEN ABOVE,"
00320 PRINT "THE WORD 'AND' IS USED, BUT ANY"
00330 PRINT "COORDINATING CONJUNCTION"
00340 PRINT "(FOR EXAMPLE, 'BUT', 'FOR', 'OR', 'NOR', YET )"
00350 PRINT "COULD BE USED."
00352 REM GOSUB 80000 IS A PAUSE SUBROUTINE USED AT VARIOUS POINTS
00353 REM THROUGHOUT THE LESSON TO ALLOW THE STUDENT TO PACE THE SPEED.
00355 GOSUB 80000
00360 PRINT
00370 PRINT "JUST REMEMBER THAT THE COMMA COMES BEFORE THE"
00380 PRINT "COORDINATING CONJUNCTION,"
00390 PRINT "AND BOTH OF THEM ARE USED TOGETHER"
00400 PRINT "TO SEPARATE TWO MAIN CLAUSES."
00410 GOSUB 80000
00420 PRINT
00430 PRINT
00435 REM EXAMPLE FOR C1
00440 PRINT "HERE IS AN EXAMPLE OF THIS:"
00450 PRINT
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00460 PRINT "I WANTED TO GO TO THE MOVIES, BUT JOHN "
00470 PRINT "WANTED TO GO SKATING."
00480 PRINT
00490 PRINT
00500 PRINT "AS YOU CAN SEE,"
00510 PRINT "THERE ARE TWO MAIN CLAUSES HERE"
00520 PRINT "('MAIN CLAUSES' ARE THOSE THAT CAN STAND BY THEMSELVES"
00530 PRINT "AND MAKE COMPLETE SENSE)."
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00540 PRINT "THESE MAIN CLAUSES ARE SEPARATED BY A COMMA"
00550 PRINT "WHICH IS FOLLOWED BY THE COORDINATING CONJUNCTION 'BUT'."
00556 GOSUB 80000
00560 PRINT
00570 PRINT
00575 REM QUESTION 1
00580 REM QUESTION 1, CONCEPT 1 (A)
00590 PRINT "AFTER WHICH WORD IN THE FOLLOWING SENTENCE SHOULD YOU PUT A COMMA?"
00600 PRINT
00610 PRINT "THEY HAD DECIDED THAT JONES WAS RIGHT FOR THE JOB WAS TOO MUCH FOR ONE MAN."
00620 PRINT
00630 PRINT
00640 INPUT A1$
00642 REM THIS ANALYSIS OF INPUT IS USED TO DIRECT THE STUDENT
00643 REM TO THE APPROPRIATE EXPLANATION FOR HIS RESPONSE.
00644 REM EACH ERROR RECEIVES AN INDIVIDUALIZED EXPLANATION.
00645 REM SIMILAR ANALYSIS IS DONE FOR EACH QUESTION
00650 IF A1$="RIGHT" THEN 00710
00660 IF A1$="DECIDED" THEN 00890
00670 IF A1$="JOB" THEN 01060
00675 REM N9$ ALLOWS FOR TYPOGRAPHICAL ERRORS WITHOUT
00676 REM PENALIZING THE STUDENT.
00680 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
00690 PRINT N9$
00695 REM RETURNS STUDENT TO QUESTION FOR TRY AGAIN.
00700 GOTO 00590
00710 PRINT "GOOD."
00712 REM L.720 IS A COUNTING MECHANISM USED TO KEEP TRACK
00713 REM OF STUDENT'S SCORE ON EACH QUESTION. A LETTER
00714 REM E.G., A,B,ETC., IS ASSIGNED TO EACH QUESTION. WHEN
00715 REM CORRECT, THE VALUE IS 1; WHEN INCORRECT, 0.
00716 REM A SIMILAR LINE WILL BE FOUND AFTER EACH
00717 REM EXPLANATION FOR EACH QUESTION.
00720 LET A1=1
00730 PRINT "THERE ARE TWO MAIN CLAUSES IN THIS SENTENCE"
00740 PRINT "('THE JOB WAS TOO MUCH FOR ONE MAN' AND "
00750 PRINT "'THEY HAD DECIDED JONES WAS RIGHT')."
00760 PRINT
00770 PRINT "THEY ARE JOINED BY THE COORDINATING CONJUNCTION 'FOR'."
00775 PRINT
00780 PRINT "ACCORDING TO THE MODEL WE LOOKED AT---"
00782 PRINT
00783 REM REINFORCEMENT OF MODEL.
00784 PRINT "*****"
00790 PRINT F9$
00792 PRINT
00794 PRINT "*****"
00800 PRINT "THERE SHOULD ALSO BE A COMMA HERE JUST BEFORE"
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00810 PRINT "THE COORDINATING CONJUNCTION."
00812 GOSUB 80000
00820 PRINT
00830 PRINT "THE SENTENCE SHOULD READ"
00840 PRINT "'THEY HAD DECIDED THAT JONES WAS RIGHT, FOR THE JOB'"
00842 PRINT "WAS TOO MUCH FOR ONE MAN.'"
00845 PRINT
00846 PRINT
00850 PRINT "WITH THE COMMA THERE, IT BECOMES CLEAR"
00860 PRINT "THAT THERE ARE TWO MAIN CLAUSES,"
00870 PRINT "AND 'RIGHT FOR THE JOB' WON'T CONFUSE THE READER."
00876 GOSUB 80000
00878 REM L.880 AVOIDS EXPLANATION OF SPECIFIC ERRORS FOR
00879 REM STUDENTS WHO WERE CORRECT. PROCEEDS TO NEXT QUESTION.
00880 GOTO 01220
00890 PRINT "NO."
00900 LET A1=0
00910 PRINT "PUTTING THE COMMA AFTER 'DECIDED'"
00920 PRINT "SEPARATES THE FIRST MAIN CLAUSE"
00930 PRINT "'THEY HAD DECIDED' FROM ITS OWN DEPENDENT CLAUSE"
00940 PRINT "'THAT JONES WAS RIGHT'."
00946 GOSUB 80000
00950 PRINT "THIS IS SOMETHING THAT NEVER SHOULD BE DONE"
00960 PRINT "BECAUSE 'THEY HAD DECIDED THAT JONES WAS RIGHT'"
00970 PRINT "IS A SINGLE, COMPLETE, LOGICAL UNIT."
00980 PRINT
00990 PRINT "(THE DEPENDENT CLAUSE--'THAT HE WAS RIGHT'--"
01000 PRINT "CAN'T STAND BY ITSELF.)"
01006 GOSUB 80000
01010 PRINT
01020 PRINT "IN FACT THERE ARE JUST TWO MAJOR UNITS IN THIS SENTENCE,"
01040 PRINT "AND THEY ARE BOTH MAIN CLAUSES--"
01042 REM STUDENT IS NOW REFERRED TO GENERAL EXPLANATION.
01050 GOTO 00740
01060 PRINT "NO."
01070 LET A1=0
01080 PRINT "BY PUTTING THE COMMA AFTER 'JOB'"
01090 PRINT "YOU'RE PROVING THE MAJOR REASON WHY THIS SENTENCE NEEDS A COMMA BADLY."
01100 PRINT
01110 PRINT "WITHOUT THE COMMA TO GUIDE YOU,"
01120 PRINT "YOU KEPT ON READING PAST THE WORD 'FOR'."
01130 PRINT "THINKING THAT IN THIS SENTENCE 'RIGHT FOR THE JOB' WAS ONE UNIT."
01140 PRINT ""
01146 GOSUB 80000
01150 PRINT "BUT, IN FACT, IT ISN'T."
01152 PRINT
01160 PRINT "IF IT WERE, IT WOULD MEAN THAT"
01162 PRINT "'WAS TOO MUCH FOR ONE MAN'"
01170 PRINT "WAS ALSO A LOGICAL UNIT THAT COULD STAND BY ITSELF."
01180 PRINT "BUT 'WAS TOO MUCH FOR ONE MAN' IS THE PREDICATE OF THE MAIN CLAUSE"
01190 PRINT "'THE JOB WAS TOO MUCH ETCETERA.'"
01192 PRINT
01193 GOSUB 80000
01194 PRINT
01200 PRINT "BUT THERE ARE REALLY TWO MAIN CLAUSES IN THIS SENTENCE--"
01210 GOTO 00740

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01220 PRINT
01300 REM QUESTION 2
01310 REM CONCEPT 1 QUESTION 2 (31)
01320 PRINT "AFTER WHICH WORD IN THE FOLLOWING SENTENCE"
01330 PRINT "SHOULD YOU PUT A COMMA?"
01340 PRINT
01350 PRINT
01360 PRINT "THE MACHINE'S LEVER WENT IN AND OUT CAME THE CANDY."
01370 PRINT
01380 PRINT
01390 INPUT B1$
01392 REM ANALYSIS OF INPJT AND DIRECTION TO APPROPRIATE EXPLANATION
01400 IF B1$="IN" THEN 1500
01410 IF B1$="OUT" THEN 1500
01420 IF B1$="LEVER" THEN 1700
01430 IF B1$="CAME" THEN 1900
01440 IF B1$="AND" THEN 1900
01450 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
01455 PRINT N9$
01460 GOTO 1360
01500 PRINT "GOOD."
01505 REM STUDENT IS NOW GIVEN A TEST FOR MASTERY OF BOTH
01506 REM CONCEPTS. NO EXPLANATIONS ARE PROVIDED; THE
01507 REM STUDENTS IS TOLD ONLY IF HE IS CORRECT OR INCORRECT.
01510 LET B1=1
01520 PRINT "THERE ARE TWO MAIN CLAUSES HERE----"
01530 PRINT "'OUT CAME THE CANDY' AND"
01540 PRINT "'THE MACHINE'S LEVER WENT IN'."
01550 PRINT
01560 PRINT "WITHOUT THE COMMA AFTER 'IN', THERE MIGHT BE"
01570 PRINT "SOME CONFUSION BECAUSE YOUR READER COULD"
01580 PRINT "THINK THAT 'IN AND OUT' WAS A SINGLE UNIT."
01582 PRINT
01584 PRINT "WITH THE COMMA THERE, HOWEVER,"
01586 PRINT "THAT COULDN'T HAPPEN."
01587 PRINT
01588 PRINT "*****"
01590 PRINT "IF YOU GET USED TO PUTTING IN A COMMA"
01592 PRINT "WHENEVER YOU HAVE TWO MAIN CLAUSES JOINED"
01594 PRINT "BY A COORDINATING CONJUNCTION,"
01596 PRINT "YOU'LL ALWAYS AVOID POTENTIAL CONFUSION."
01597 PRINT "*****"
01598 REM L.1599 PROCEEDS TO NEXT QUESTION
01599 GOTO 2000
01600 PRINT "NO."
01610 LET B1=0
01620 PRINT "REMEMBER, THE COMMA SEPARATES THINGS IN A SENTENCE"
01630 PRINT "INTO LOGICAL UNITS."
01640 PRINT
01650 PRINT "PUTTING A COMMA AFTER 'OUT' MEANS THAT"
01660 PRINT "'CAME THE CANDY'"
01670 PRINT "IS A WHOLE LOGICAL UNIT--BUT THIS CAN'T BE"
01672 PRINT
01680 PRINT "THERE IS NO SUBJECT (WHAT 'CAME OUT'?)."
01682 PRINT
01683 GOSUB 80000

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01684 PRINT "ACTUALLY,"
01685 REM STUDENT DIRECTED TO MAIN EXPLANATION.
01686 GOTO 1520
01700 PRINT "NO."
01710 LET B1=0
01720 PRINT "YOU'VE BROKEN UP THIS SENTENCE RATHER BADLY."
01722 PRINT
01730 PRINT "ONE OF THE MOST IMPORTANT THINGS TO REMEMBER"
01740 PRINT "IS NEVER TO SEPARATE A SUBJECT FROM ITS PREDICATE----"
01750 PRINT "IN THIS CASE, 'THE MACHINE'S LEVER' AND"
01760 PRINT "'WENT IN'."
01766 GOSUB 80000
01770 PRINT "ALL THESE WORDS WORK TOGETHER AS A SINGLE UNIT, A MAIN CLAUSE"
01780 PRINT "THAT SHOULD NOT BE BROKEN UP."
01785 REM STUDENT DIRECTED TO MAIN EXPLANATION
01790 GOTO 1520
01800 PRINT "NO."
01810 LET B1=0
01820 PRINT "PUTTING THE COMMA AFTER 'AND' SHOWS THAT"
01830 PRINT "YOU ARE PUNCTUATING BY EAR ALONE."
01840 PRINT
01850 PRINT "YOU MIGHT PAUSE AFTER 'AND' IF YOU WERE SPEAKING,"
01860 PRINT "TO ADD EMPHASIS TO 'OUT CAME THE CANDY' BUT"
01870 PRINT "THIS DOESN'T WORK FOR WRITING."
01872 PRINT
01880 PRINT "YOU HAVE TO DECIDE WHICH WORDS IN THE SENTENCE"
01882 PRINT "FORM LOGICAL UNITS, AND HOW YOU PUNCTUATE"
01884 PRINT "WILL SHOW THIS."
01886 PRINT
01887 GOSUB 80000
01888 PRINT "HERE WE ARE LOOKING FOR MAIN CLAUSES, AND"
01889 REM STUDENT DIRECTED TO MAIN EXPLANATION
01890 GOTO 1520
01900 PRINT "NO."
01910 LET B1=0
01920 PRINT "PUTTING THE COMMA AFTER 'CAME' SHOWS THAT"
01930 PRINT "YOU ARE PUNCTUATING BY EAR ALONE."
01940 PRINT
01950 PRINT "YOU MIGHT PAUSE AFTER 'CAME' WHEN SPEAKING"
01960 PRINT "TO GIVE EMPHASIS TO 'THE CANDY', BUT"
01970 PRINT "THIS DOESN'T WORK IN WRITING."
01975 REM STUDENT GIVEN ADDITIONAL AND MAIN EXPLANATION
01980 GOTO 1880
02000 PRINT
02010 REM QUESTION 3
02020 REM CONCEPT 1 QUESTION 3 (C1)
02030 PRINT
02040 PRINT
02050 PRINT "LET'S LOOK AT ANOTHER EXAMPLE:"
02060 PRINT
02070 PRINT
02080 PRINT "AFTER WHICH WORD SHOULD YOU PUT A COMMA"
02090 PRINT "IN THIS SENTENCE ?"
02100 PRINT
02110 PRINT
02120 PRINT "I MUST MEET DICK OR JANE WILL NEVER FORGIVE ME."

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02130 PRINT
02140 PRINT
02150 INPUT C1$
02155 REM ANALYSIS OF INPUT AND DIRECTION TO APPROPRIATE RESPONSE
02160 IF C1$="DICK" THEN 2300
02170 IF C1$="JANE" THEN 2400
02180 IF C1$="MUST" THEN 2500
02190 IF C1$="NEVER" THEN 2500
02200 LET N9$="YOUR ANSWER WANS'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
02210 PRINT N9$
02220 GOTO 2120
02300 PRINT "RIGHT."
02310 LET C1=1
02320 PRINT "ONCE AGAIN, WE HAVE TWO MAIN CLAUSES"
02330 PRINT "THAT ARE JOINED BY A COORDINATING CONJUNCTION."
02340 PRINT
02350 PRINT "ACCORDING TO THE MODEL WE'VE BEEN USING,"
02360 PRINT "'XXX, AND YYY'"
02370 PRINT "THIS SENTENCE NEEDS A COMMA JUST BEFORE"
02380 PRINT "THE COORDINATING CONJUNCTION 'OR'."
02382 GOSUB 80000
02384 PRINT "OTHERWISE, SOME CONFUSION MAY BE CAUSED"
02386 PRINT "BY A READER THINKING THAT 'DICK OR JANE'"
02388 PRINT "WAS A SINGLE UNIT."
2389 PRINT
2390 PRINT
02392 PRINT "THEY ARE NOT, OF COURSE, BECAUSE THEY BELONG"
02394 PRINT "TO TWO DIFFERENT MAIN CLAUSES"
02396 PRINT "('(JANE WILL NEVER FORGIVE ME' AND 'I MUST MEET DICK'))"
02398 PRINT "THE COMMA MAKES THIS CLEAR, AND SHOULD ALWAYS BE USED."
02399 GOTO 2700
02400 PRINT "NO."
02410 LET C1=0
02420 PRINT "PUTTING THE COMMA AFTER 'JANE'"
02430 PRINT "SUGGESTS THAT 'WILL NEVER FORGIVE ME' IS A COMPLETE LOGICAL UNIT."
02432 PRINT
02440 PRINT "BUT IT ISN'T SINCE IT HAS NO SUBJECT"
02450 PRINT "('(WHO WILL NEVER FORGIVE ME?))"
02456 GOSUB 80000
02460 PRINT
02470 PRINT "REMEMBER THE OTHER SENTENCES WE'VE LOOKED AT:"
02480 REM STUDENT DIRECTED TO MAIN EXPLANATION
02490 GOTO 2320
02500 PRINT "NO."
02510 LET C1=0
02520 PRINT "YOU'RE BREAKING UP THE SENTENCE VERY BADLY"
02530 PRINT "BY PUTTING THE COMMA AFTER 'MUST'."
02540 PRINT
02550 PRINT "'I MUST' IS PART OF A LARGER UNIT"
02560 PRINT "('(I MUST MEET DICK') AND SHOULDN'T"
02570 PRINT "BE SEPARATED FROM IT."
02580 PRINT
02586 GOSUB 80000
02588 REM STUDENT GIVEN ADDITIONAL AND MAIN EXPLANATION
02590 GOTO 2470
02600 PRINT "NO."

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02610 LET C1=0
02620 PRINT "YOU ARE PUNCTUATING WITH YOUR EAR ONLY."
02630 PRINT "YOU MIGHT PAUSE IF YOU WERE SPEAKING THIS SENTENCE"
02640 PRINT "TO GIVE ADDED EMPHASIS TO 'NEVER' OR 'FORGIVE ME'."
02642 PRINT "BUT THIS DOESN'T WORK IN WRITING."
02650 PRINT
02655 PRINT "THINK OF THE OTHER SENTENCES WE'VE LOOKED AT."
02656 REM STUDENT DIRECTED TO ADDITIONAL EXPLANATION.
02660 GOTO 2320
02700 PRINT
02702 GOSUB 80000
02710 REM THE FOLLOWING DECISION FRAME DETERMINES THE STUDENT'S MASTERY OF C1.
02712 REM IF HE ANSWERED ALL 3 QUESTIONS CORRECTLY IF SKIPS THE D&P.
02713 REM IF NOT, HE IS AUTOMATICALLY SENT THROUGH IT.
02720 REM DECISION FRAME
02730 LET D=C1+B1+A1
02740 IF D=3 THEN 4000
02750 PRINT
02760 PRINT
02770 PRINT
02775 REM QUESTION 4
02780 REM D&P QUESTION 1 (E1)
02790 PRINT "LET'S TRY A FEW PRACTICE QUESTIONS."
02800 PRINT
02810 PRINT "THE PLANE WENT UP AND DOWN CAME THE PILOT."
02820 PRINT
02830 PRINT
02840 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA?"
02850 PRINT
02860 PRINT
02870 INPUT E1$
02880 IF E1$="UP" THEN 2950
02890 IF E1$="DOWN" THEN 3100
02900 IF E1$="PLANE" THEN 3200
02910 IF E1$="CAME" THEN 3300
02920 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
02930 GOTO 2810
02950 PRINT "RIGHT."
02960 LET E1=1
02970 PRINT "'UP AND DOWN' IS NOT A SINGLE UNIT;"
02972 PRINT
02980 PRINT "THE TWO WORDS BELONG TO DIFFERENT MAIN CLAUSES,"
02990 PRINT "AND THESE MAIN CLAUSES HAVE TO BE SEPARATED BY"
03000 PRINT "A COMMA AND THE COORDINATING CONJUNCTION 'AND'."
03006 GOSUB 80000
03010 PRINT
03020 PRINT
03025 REM STUDENT DIRECTED TO NEXT QUESTION
03030 GOTO 3400
03100 PRINT "NO, THE RIGHT ANSWER IS 'UP'."
03110 LET E1=0
03120 GOTO 2970
03200 PRINT "NO, THE RIGHT ANSWER IS 'UP'."
03210 LET E1=0
03220 GOTO 2970
03300 PRINT "NO, THE RIGHT ANSWER IS 'UP'."

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03310 LET E1=0
03320 GOTO 2970
03325 REM QUESTION 5
03400 PRINT "HERE'S ANOTHER."
03410 PRINT
03420 PRINT
03430 PRINT "THE PARTY DID NOT START UNTIL AFTER DINNER BUT"
03440 PRINT "WE ARRIVED AT SIX BY MISTAKE."
03450 PRINT
03460 PRINT
03470 PRINT "AFTER WHAT WORD SHOULD THERE BE A COMMA?"
03480 PRINT
03490 PRINT
03500 PRINT
03510 INPUT E2$
03520 IF E2$="DINNER" THEN 3600
03530 PRINT "NO, THE RIGHT ANSWER IS 'DINNER.'"
03540 LET E2=0
03550 GOTO 3620
03600 PRINT "RIGHT."
03610 LET E2=1
03620 PRINT "THE MODEL WE'VE BEEN USING--"
03622 PRINT
03624 PRINT "*****"
03630 PRINT "XXX, AND YYY--"
03632 PRINT
03634 PRINT "*****"
03636 PRINT
03640 PRINT "TELLS US THAT THE TWO MAIN CLAUSES"
03650 PRINT "('WE ARRIVED AT SIX . . . ' AND"
03660 PRINT "'THE PARTY DID NOT . . . ')"
03670 PRINT "NEED A COMMA AS WELL AS THE WORD 'BUT'"
03680 PRINT "TO JOIN THEM, AND THE COMMA HAS TO COME"
03690 PRINT "BEFORE THE COORDINATING CONJUNCTION."
03696 GOSUB 80000
03700 PRINT
03710 PRINT
03715 REM QUESTION 6
03720 PRINT "HERE'S ANOTHER:"
03730 PRINT
03740 PRINT
03750 PRINT "HE WAITED PATIENTLY FOR THE RIGHT MOMENT HADN'T ARRIVED."
03760 PRINT
03770 PRINT
03780 PRINT "AFTER WHICH WORD DO YOU NEED A COMMA HERE?"
03790 PRINT
03800 PRINT
03810 INPUT E3$
03820 IF E3$="PATIENTLY" THEN 3900
03830 PRINT "NO, THE RIGHT ANSWER IS 'PATIENTLY.'"
03840 PRINT
03850 LET E3=0
03860 GOTO 3930
03900 PRINT "RIGHT."
03910 LET E3=1
03920 PRINT

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03930 PRINT "WITHOUT THE COMMA AFTER 'PATIENTLY'."
03940 PRINT "A READER MIGHT NOT SEE THAT"
03950 PRINT "'FOR THE RIGHT MOMENT HADN'T ARRIVED'"
03960 PRINT "IS A MAIN CLAUSE JUST AS IS"
03970 PRINT "'HE WAITED PATIENTLY'."
03972 PRINT
03974 PRINT "THEY ARE JOINED BY THE COORDINATING CONJUNCTION"
03976 PRINT "'FOR' WHICH--ACCORDING TO OUR MODEL 'XXX,AND YYY'"
03978 PRINT "REQUIRES A COMMA IN FRONT OF IT."
03980 PRINT
03990 PRINT
03996 GOSUB 80000
03998 REM CONCEPT 2 COMMA SPLICE
04000 REM CONCEPT 2 DEALS WITH COMMAS WITHOUT CONJUNCTIONS.
04010 PRINT "YOU ALSO HAVE TO BE CAREFUL NOT TO USE"
04020 PRINT "JUST A COMMA TO JOIN MAIN CLAUSES."
04030 PRINT
04040 PRINT "FOR EXAMPLE:      "
04050 PRINT
04060 PRINT "I ASKED FOR VANILLA, THE WAITER BROUGHT CHOCOLATE."
04070 PRINT
04080 PRINT "COMPARING THIS SENTENCE TO THE MODEL WE'VE SEEN"
04090 PRINT "(XXX,AND YYY),"
04100 PRINT "YOU CAN SEE THAT THE COORDINATING CONJUNCTION"
04110 PRINT "HAS BEEN LEFT OUT."
04112 GOSUB 80000
04120 PRINT
04130 PRINT "THIS MISTAKE IS CALLED A 'COMMA SPLICE'"
04140 PRINT "BECAUSE YOU ARE 'SPLICING'"
04150 PRINT "(THAT IS, JOINING TOGETHER)"
04160 PRINT "TWO MAIN CLAUSES WITH ONLY A COMMA."
04170 PRINT
04180 PRINT "REMEMBER THAT A COMMA IS USED TO SEPARATE THINGS,"
04190 PRINT "NOT JOIN THEM:      "
04200 PRINT "THEREFORE, IT DOESN'T DO A VERY GOOD JOB"
04210 PRINT "IN A SENTENCE LIKE THIS."
04220 PRINT
04226 GOSUB 80000
04230 PRINT "WHAT IS NEEDED IS A COORDINATING CONJUNCTION"
04240 PRINT "THAT WOULD SHOW THE LOGICAL RELATIONSHIP"
04250 PRINT "BETWEEN THE TWO CLAUSES."
04260 PRINT
04270 PRINT
04275 REM QUESTION 7
04280 PRINT "FOR EXAMPLE, WHICH OF THE FOLLOWING WORDS"
04290 PRINT "WOULD BE BEST IN THIS SENTENCE:"
04294 PRINT "'I ASKED FOR VANILLA, THE WAITER BROUGHT CHOCOLATE INSTEAD'."
04296 PRINT
04300 PRINT
04310 PRINT
04320 PRINT "'AND'      'BUT'      'OR'."
04330 PRINT
04340 PRINT
04350 INPUT F1$
04370 IF F1$="BUT" THEN 4500
04380 IF F1$="AND" THEN 4600

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04390 IF F1$="OR" THEN 4700
04400 PRINT N9$
04410 GOTO 4280
04500 PRINT "RIGHT."
04510 LET F1=1
04520 PRINT "'BUT' IS A WORD THAT SAYS WHAT HAPPENS"
04530 PRINT "IN THE SECOND PART OF THE SENTENCE"
04540 PRINT "CONTRADICTS WHAT HAPPENS IN THE FIRST PART."
04550 PRINT
04560 PRINT "THAT IS, I WANTED VANILLA,"
04570 PRINT "BUT"
04580 PRINT "I WAS BROUGHT CHOCOLATE INSTEAD."
04585 PRINT
04586 GOSUB 80000
04590 PRINT
04592 REM STUDENT SENT TO NEXT QUESTION
04595 GOTO 4800
04600 PRINT "'AND' IS POSSIBLE, BUT IT'S NOT THE BEST ANSWER."
04610 LET F1=0
04630 PRINT "'AND' SAYS TO THE READER THAT"
04640 PRINT "ONE THING HAPPENED AND ANOTHER FOLLOWED."
04650 PRINT
04660 PRINT "BUT THIS SENTENCE REALLY IS SAYING SOMETHING A LITTLE"
04670 PRINT "MORE PRECISE--ONE THING HAPPENED, BUT"
04680 PRINT "THE SECOND THING WASN'T QUITE EXPECTED."
04690 PRINT
04692 REM STUDENT GIVEN MAIN EXPLANATION.
04695 GOTO 4520
04700 PRINT "NO, 'OR' DOESN'T MAKE MUCH SENSE HERE."
04710 LET F1=0
04712 PRINT
04720 PRINT "'OR' SAYS THAT THERE ARE TWO ALTERNATIVES--"
04730 PRINT "EITHER I ASKED FOR VANILLA"
04740 PRINT "OR"
04750 PRINT "THE WAITER BROUGHT ME CHOCOLATE."
04760 PRINT "BUT THESE IDEAS ARE NOT ALTERNATIVES"
04770 PRINT "(IT ISN'T A MATTER OF ONE OR THE OTHER)."
04780 PRINT "AS MUCH AS THEY TEND TO BE CONTRADICTORY."
04786 GOSUB 80000
04790 PRINT "YOU NEED 'BUT' HERE BECAUSE"
04792 REM STUDENT GIVEN MAIN EXPLANATION
04795 GOTO 4520
4800 PRINT
04802 REM QUESTION 8
04804 REMCONCEPT 2, QUESTION 2, G1
04810 PRINT "IF YOU HAVE TROUBLE WITH THE LOGICAL MEANINGS"
04820 PRINT "OF COORDINATING CONJUNCTIONS,"
04830 PRINT "TRY THE WHOLE LESSON ON THE COMMA SPLICE"
04840 PRINT "WHICH GOES INTO GREATER DETAIL ON THIS POINT."
04850 PRINT
04860 PRINT
04870 PRINT "FOR NOW, CONCENTRATE ON THE FORM"
04880 PRINT "OF SENTENCES, AND HOW THEY COMPARE"
04890 PRINT "TO THE MODEL ('XXX, AND YYY') WE'VE BEEN USING."
04900 PRINT
04910 PRINT

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04920 PRINT "LOOK AT THE FOLLOWING SENTENCE:
04930 PRINT
04940 PRINT
04950 PRINT "I THOUGHT THEY WOULD ARRIVE FRIDAY,"
04960 PRINT "THEIR PLANE LANDED ON THURSDAY NIGHT."
04970 PRINT
04972 GOSUB 80000
04980 PRINT
04990 PRINT "THERE ARE SEVERAL WAYS TO CORRECT THIS SENTENCE."
4992 PRINT
05000 PRINT "YOU COULD USE A SEMICOLON, A PERIOD,"
05010 PRINT "OR A COMMA AND A COORDINATING CONJUNCTION."
05020 PRINT "('BUT' WOULD BE BEST)."
05030 PRINT
05040 PRINT "WHICH WORD IN THE SENTENCE"
05050 PRINT "SHOULD BE FOLLOWED BY ONE OF THESE CORRECTIONS?"
05060 PRINT
05070 PRINT
05080 INPUT G1$
05090 IF G1$="FRIDAY" THEN 5200
05100 IF G1$="THOUGHT" THEN 5300
05110 IF G1$="PLANE" THEN 5400
05120 IF G1$="ARRIVE" THEN 5500
05130 IF G1$="LANDED" THEN 5600
05140 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
05150 GOTO 5040
05200 PRINT "GOOD."
05210 LET G1=1
05212 PRINT "IT SEEMS THAT YOU HAVE REMEMBERED 'XXX, AND YYY'."
05214 PRINT
05220 PRINT "ACCORDING TO THIS MODEL,"
05230 PRINT "YOU MUST HAVE BOTH A COMMA"
05240 PRINT "AND A COORDINATING CONJUNCTION"
05250 PRINT "BETWEEN THE TWO MAIN CLAUSES YOU WISH TO JOIN."
05260 PRINT
05270 PRINT "WITHOUT THE COMMA, WE'VE SEEN HOW CONFUSION ARISES;"
05272 PRINT
05280 PRINT "WITHOUT THE CONJUNCTION, YOU CAN SEE THAT"
05282 PRINT "THE COMMA JUST ISN'T STRONG ENOUGH"
05284 PRINT "TO JOIN THE CLAUSES TOGETHER SO THAT"
05286 PRINT "THEIR LOGICAL RELATIONSHIP CAN BE SEEN."
05288 GOSUB 80000
05290 REM STUDENT DIRECTED TO NEXT QUESTION
05292 GOTO 5700
05300 PRINT "NO."
05310 LET G1=0
05320 PRINT "PUTTING THE COMMA AFTER 'THOUGHT'"
05330 PRINT "BREAKS UP THE FIRST MAIN CLAUSE;"
05340 PRINT "IT SEPARATES THE DEPENDENT CLAUSE"
05350 PRINT "('THAT THEY WOULD ARRIVE FRIDAY')."
05360 PRINT "FROM 'I THOUGHT'."
05370 PRINT
05372 PRINT "YOU DON'T WANT TO DO THIS."
05374 PRINT "WHOLE, LOGICAL UNITS SHOULD REMAIN INTACT."
05376 PRINT
05378 PRINT "THE SENTENCE SHOULD READ--"

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05380 PRINT "I THOUGHT THAT THEY WOULD ARRIVE FRIDAY, BUT, ETC."
05382 PRINT
05384 PRINT
05386 PRINT "THINK OF 'XXX, AND YYY'."
05388 GOSUB 80000
05389 REM STUDENT GIVEN MAIN EXPLANATION
05390 GOTO 5220
05400 PRINT "NO."
05410 LET G1=0
05420 PRINT "PUTTING THE COMMA AFTER 'PLANE' BREAKS UP"
05430 PRINT "THEIR PLANE LANDED ON ETC."
05432 PRINT "WHICH IS A WHOLE UNIT."
05440 PRINT
05450 PRINT "REMEMBER, THE COMMA SEPARATES THINGS,"
05460 PRINT "BUT WHOLE, LOGICAL UNITS MUST REMAIN INTACT."
05470 PRINT
05472 PRINT "THE SENTENCE SHOULD READ"
05474 PRINT "I THOUGHT THAT THEY WOULD ARRIVE FRIDAY, BUT, ETC."
05476 GOSUB 80000
05480 PRINT "THINK OF 'XXX, AND YYY' AGAIN."
05485 REM STUDENT GIVEN MAIN EXPLANATION
05490 GOTO 5220
05500 PRINT "NO."
05510 LET G1=0
05520 PRINT "PUTTING THE COMMA AFTER 'ARRIVE' BREAKS UP"
05530 PRINT "THE MAIN CLAUSE 'I THOUGHT THEY WOULD' ETC."
05540 PRINT
05550 PRINT "YOU MIGHT DO THIS WHEN SPEAKING,"
05560 PRINT "BUT THIS IS PUNCTUATION BY EAR;"
05570 PRINT "AND THIS CAN'T BE DONE IN WRITING WITH A 'COMMA.'"
05580 PRINT
05582 PRINT "THE SENTENCE SHOULD READ"
05584 PRINT "I THOUGHT THEY WOULD ARRIVE FRIDAY, BUT THEIR' ETC."
05586 PRINT
05588 GOSUB 80000
05590 PRINT "THINK OF 'XXX, AND YYY'."
05592 PRINT
05593 REM STUDENT GIVEN MAIN EXPLANATION
05594 GOTO 5220
05600 PRINT "NO."
05610 LET G1=0
05620 PRINT "PUTTING A COMMA AFTER 'LANDED'"
05630 PRINT "SEEMS TO BE A WAY OF GIVING SPECIAL EMPHASIS"
05640 PRINT "TO IT OR TO 'ON THURSDAY NIGHT'."
05650 PRINT
05660 PRINT "BUT THIS IS PUNCTUATION BY EAR;"
05670 PRINT "YOU MIGHT PAUSE THERE WHEN SPEAKING, BUT NOT IN WRITING."
05672 PRINT
05674 PRINT
05676 PRINT "THE SENTENCE SHOULD READ"
05678 PRINT "I THOUGHT THAT THEY WOULD ARRIVE ON FRIDAY, BUT, ETC."
05680 PRINT
05682 PRINT
05684 PRINT "THINK OF 'XXX, AND YYY'."
05686 PRINT
05687 REM STUDENT GIVEN MAIN EXPLANATION

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05688 GOTO 5220
05700 PRINT
05900 REM QUESTION 9
05910 REM CONCEPT 2 QUESTION 3
05920 PRINT "LET'S TRY ANOTHER EXAMPLE."
05930 PRINT
05940 PRINT
05950 PRINT "REMEMBERING THAT A COMMA SPLICE"
05960 PRINT "CAN BE CORRECTED WITH EITHER A PERIOD,"
05970 PRINT "A SEMICOLON, OR BY ADDING A COORDINATING CONJUNCTION,"
05980 PRINT "LOOK AT THE FOLLOWING."
05990 PRINT
06000 PRINT
06020 PRINT "THE DECISION IS YOURS, YOU CANNOT PUT IT OFF MUCH LONGER."
06030 PRINT
06040 PRINT
06050 PRINT "AFTER WHICH WORD WOULD YOU MAKE WHATEVER CHANGES YOU THINK NECESSARY?"
06060 PRINT
06070 PRINT
06080 INPUT H1$
06090 IF H1$="YOURS" THEN 6200
06100 PRINT "NO, THE RIGHT ANSWER IS 'YOURS'."
06110 LET H1=0
06120 PRINT "THINK OF THE MODEL WE'VE BEEN USING--"
06130 PRINT
06140 PRINT "'XXX, AND YYY'."
06150 PRINT "ACCORDING TO THIS,"
06160 PRINT "WHENEVER YOU HAVE TWO MAIN CLAUSES"
06170 PRINT "THAT ARE JOINED IN A SINGLE SENTENCE,"
06180 PRINT "YOU USE A COMMA FOLLOWED BY A COORDINATING CONJUNCTION."
06182 PRINT
06183 GOSUB 80000
06184 PRINT "IN THE SENTENCE ABOVE, ALL YOU HAVE IS A COMMA;"
06186 PRINT "THEREFORE YOU MUST ADD SOME KIND OF COORDINATING CONJUNCTION."
06188 PRINT "('AND' WOULD WORK, AND SO WOULD A FEW OTHERS)."
06189 PRINT
06190 PRINT "THE IMPORTANT THING FOR NOW IS WHERE YOU WOULD PLACE THE WORD."
06192 PRINT
06194 PRINT "THE SENTENCE SHOULD READ:"
06196 PRINT "'THE DECISION IS YOURS, AND YOU CANNOT PUT IT OFF MUCH LONGER.'"
06197 PRINT
06198 PRINT "THIS WAY, IT FOLLOWS THE MODEL 'XXX, AND YY'."
06199 GOTO 6300
06200 PRINT "RIGHT."
06210 LET H1=1
06220 PRINT "THE MODEL WE'VE BEEN USING SAYS THAT"
06230 PRINT "YOU HAVE TO HAVE A COMMA"
06240 PRINT "FOLLOWED BY A COORDINATING CONJUNCTION."
6242 GOSUB 80000
06300 PRINT
06500 REM CMAIN 7
06505 REM DECISION FRAME 45 IN C1, L.2730.
06510 REM D&P CONCEPT 2 (COMMA SPLICE)
06520 IF F1+G1+H1=3 GOTO 8000
06522 GOSUB 80000
06530 PRINT "LET'S TRY A FEW PRACTICE QUESTIONS."

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06540 PRINT
06550 PRINT
06560 REM Q&P Q1,(I)
06570 PRINT "REMEMBER, THERE ARE A NUMBER OF WAYS"
06580 PRINT "OF CORRECTING A COMMA SPLICE, BUT HERE"
06590 PRINT "YOU ARE CONCERNED WITH WHERE IN THE SENTENCE"
06600 PRINT "A CORRECTION SHOULD BE MADE."
06610 PRINT
06620 PRINT
06630 PRINT "IN EACH OF THE FOLLOWING QUESTIONS,"
06640 PRINT "YOU MAY MAKE CORRECTIONS MENTALLY,"
06650 PRINT "USING A SEMICOLON,"
06660 PRINT "A PERIOD,"
06670 PRINT "OR OUR MODEL 'XXX, AND YYY'."
06680 PRINT
06690 PRINT "JUST WRITE THE WORD AFTER WHICH"
06700 PRINT "YOU WOULD MAKE ANY CORRECTION."
06710 PRINT
06716 GOSUB 80000
06720 PRINT
06725 REM QUESTION 10
06730 PRINT "HERE'S THE FIRST ONE:"
06740 PRINT
06750 PRINT "I WANTED HER HELP, SHE SIMPLY REFUSED TO LISTEN."
06760 PRINT
06770 PRINT
06780 INPUT I1$
06785 REM IN Q&P STUDENT IS GIVEN EXPLANATION ONLY IF WRONG
06790 IF I1$="HELP" THEN 7110
06800 PRINT "NO."
06810 LET I1=0
06820 PRINT "THE RIGHT ANSWER IS 'HELP'."
06830 PRINT
06840 PRINT "THERE ARE TWO MAIN CLAUSES IN THIS SENTENCE--"
06850 PRINT "'SHE SIMPLY REFUSED TO LISTEN' AND"
06860 PRINT "'I WANTED HER HELP'--"
06870 PRINT "AND ACCORDING TO THE MODEL 'XXX, AND YYY',"
06880 PRINT "YOU NEED A COMMA FOLLOWED BY A COORDINATING CONJUNCTION."
06890 PRINT
06900 PRINT "THE SENTENCE SHOULD READ"
06910 PRINT "'I WANTED HER HELP, BUT SHE SIMPLY REFUSED TO LISTEN.'"
06920 PRINT
06930 PRINT "('BUT' IS THE BEST CHOICE HERE, BUT THERE ARE OTHERS THAT"
06940 PRINT "WOULD WORK TOO--THE ESSENTIAL THING IS"
06950 PRINT "THEIR POSITION IN THE SENTENCE.)"
06956 GOSUB 80000
06960 PRINT
06970 PRINT "HAD YOU USED A SEMICOLON OR A PERIOD, THE RIGHT ANSWER"
06980 PRINT "STILL WOULD HAVE BEEN 'HELP'."
06990 PRINT
07000 PRINT "I WANTED HER HELP; SHE SIMPLY REFUSED TO LISTEN."
07010 PRINT
07020 PRINT "OR"
07030 PRINT
07040 PRINT "I WANTED HER HELP. SHE SIMPLY REFUSED TO LISTEN."
07050 PRINT

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07060 PRINT "THE CONTEXT AND STYLISTIC EFFECT YOU WANTED WOULD"
07070 PRINT "DICTATE YOUR CHOICE OF THE KIND OF"
07080 PRINT "CORRECTION YOU'D USE."
07090 PRINT
07096 GOSUB 80000
07100 GOTO 7200
07110 PRINT "RIGHT."
07120 LET I1=1
07200 PRINT
07205 REM QUESTION 11
07210 PRINT "HERE'S ANOTHER ONE:"
07220 PRINT
07230 PRINT "THE MOTORCYCLE POLICEMAN STOPPED US,"
07240 PRINT "HE WROTE OUT A SPEEDING TICKET."
07250 PRINT
07260 PRINT "AFTER WHICH WORD WOULD YOU MAKE A CORRECTION?"
07270 PRINT
07280 PRINT
07290 INPUT I2$
07300 IF I2$="US" THEN 7400
07310 PRINT "NO."
07320 LET I2=0
07330 PRINT "THE RIGHT ANSWER IS 'US'."
07340 PRINT "BECAUSE IT IS THE LAST WORD IN THE FIRST"
07350 PRINT "MAIN CLAUSE."
07360 PRINT
07370 PRINT "USING THE MODEL 'XXX, AND YYY'"
07380 PRINT "YOU CAN SEE THAT YOU NEED A COMMA"
07390 PRINT "FOLLOWED BY A COORDINATING CONJUNCTION."
07392 GOSUB 80000
07393 GOTO 7500
07400 PRINT "RIGHT."
07410 LET I2=1
07420 PRINT "TWO MAIN CLAUSES NEED MORE THAN JUST A COMMA"
07430 PRINT "TO JOIN THEM TOGETHER."
07440 PRINT
07450 PRINT
07455 REM QUESTION 12
07500 PRINT "HERE'S ONE MORE:"
07510 PRINT
07520 PRINT
07530 PRINT "HE LOVED PICASSO MORE THAN ANY OTHER ARTIST. HE COULD"
07540 PRINT "NOT AFFORD TO BUY ANY ORIGINAL PAINTINGS."
07550 PRINT
07560 PRINT "AFTER WHICH WORD WOULD YOU MAKE A CORRECTION?"
07570 PRINT
07580 PRINT
07590 INPUT I3$
07600 IF I3$="ARTIST" THEN 7700
07610 PRINT "NO, THE RIGHT ANSWER IS 'ARTIST'."
07620 LET I3=0
07630 PRINT "ONCE AGAIN, WE HAVE A SENTENCE WITH"
07640 PRINT "TWO MAIN CLAUSES."
07642 PRINT
07650 PRINT "THEY NEED MORE THAN JUST A COMMA TO JOIN THEM;"
07660 PRINT "THEY NEED A COMMA FOLLOWED BY A COORDINATING"

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07670 PRINT "CONJUNCTION ('BUT' WOULD BE BEST IN THIS CASE)."  

07679 GOSUB 80000  

07680 GOTO 7800  

07700 PRINT "RIGHT."  

07710 LET I3=1  

07800 PRINT  

07830 PRINT  

07840 PRINT  

08000 PRINT  

13000 REM CT FOR CMAIN  

15002 LET W9$="INCORRECT"  

15004 LET R9$="CORRECT"  

15010 PRINT "LET'S TRY A QUIZ TO SEE IF YOU'RE READY TO GO ON."  

15020 PRINT "IN EACH OF THE FOLLOWING SENTENCES,"  

15030 PRINT "WRITE THE WORD AFTER WHICH YOU WOULD"  

15040 PRINT "PUT A COMMA OR MAKE OTHER KINDS OF CORRECTIONS."  

15050 PRINT  

15060 PRINT  

15070 PRINT "1)"  

15080 PRINT "HE HAD WANTED HIS SANDWICH WITH HAM AND CHEESE WAS TO BE LEFT OUT."  

15090 PRINT  

15100 PRINT  

15110 LET X9$="AFTER WHICH WORD SHOULD YOU PUT A COMMA?"  

15120 PRINT  

15130 PRINT X9$  

15140 PRINT  

15160 INPUT T1$  

15170 IF T1$="HAM" THEN 15210  

15200 PRINT W9$  

15202 LET T1=0  

15204 GOTO 15300  

15210 PRINT R9$  

15220 LET T1=1  

15300 PRINT  

15310 PRINT  

15320 PRINT "2)"  

15330 PRINT "SHE ASKED FOR THE BOOK BUT HE HAD NOT FINISHED READING IT."  

15340 PRINT  

15350 PRINT  

15360 PRINT X9$  

15370 PRINT  

15380 PRINT  

15390 INPUT T2$  

15400 IF T2$="BOOK" THEN 15450  

15410 PRINT W9$  

15420 LET T2=0  

15430 GOTO 15480  

15450 PRINT R9$  

15460 LET T2=1  

15470 PRINT  

15480 PRINT  

15490 PRINT  

15500 PRINT "3)"  

15510 PRINT "THE PLAN WAS GOOD FOR THE MOMENT THAT WAS BEST HAD NOT ARRIVED."  

15520 PRINT  

15530 PRINT

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15540 PRINT X9$
15550 PRINT
15560 PRINT
15570 PRINT
15580 INPUT T3$
15590 IF T3$="GOOD" THEN 15550
15600 PRINT W9$
15610 LET T3=0
15620 GOTO 15700
15650 PRINT R9$
15660 LET T3=1
15700 PRINT
15710 PRINT
15720 PRINT "(4)"
15730 PRINT "DON'T SCATTER THE PAPERS HERE OR THERE MIGHT BE TROUBLE."
15740 PRINT
15750 PRINT
15760 PRINT X9$
15770 PRINT
15780 PRINT
15790 INPUT T4$
15800 PRINT
15810 PRINT
15820 IF T4$="HERE" THEN 15850
15830 PRINT W9$
15840 LET T4=0
15842 GOTO 15880
15850 PRINT R9$
15860 LET T4=1
15880 PRINT
15890 PRINT
15900 PRINT "(5)"
15910 PRINT "THERE WAS STILL PLENTY OF TIME BUT WE LEFT ANYWAY."
15920 PRINT
15930 PRINT
15940 PRINT X9$
15950 PRINT
15960 PRINT
15970 INPUT T5$
15980 IF T5$="TIME" THEN 16020
15990 PRINT W9$
16000 LET T5=0
16010 GOTO 16050
16020 PRINT R9$
16030 LET T5=1
16040 PRINT
16050 PRINT
16060 PRINT
16070 PRINT "(6)"
16080 PRINT "THE BUS THEY WERE ON WENT BACK AND FORTH"
16082 PRINT "THEY WENT ON THEIR CROSS-COUNTRY TRAIL."
16090 PRINT
16100 PRINT
16110 PRINT X9$
16120 PRINT
16130 PRINT

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15140 INPUT T6$
15150 IF T6$="BACK" THEN 16180
15160 PRINT W9$
15170 LET T6=0
15175 GOTO 16200
15180 PRINT R9$
15190 LET T6=1
15195 PRINT
15197 PRINT
15200 PRINT "7)"
15210 PRINT "I STOPPED FOR LUNCH, SHE WOULDN'T JOIN ME."
15212 PRINT
15220 LET X8$="AFTER WHICH WORD WOULD YOU MAKE A CORRECTION?"
15230 PRINT X8$
15240 PRINT
15250 PRINT
15260 INPUT T7$
15270 IF T7$="LUNCH" THEN 16300
15280 PRINT W9$
15290 LET T7=0
15295 GOTO 16330
15300 PRINT R9$
15310 LET T7=1
15320 PRINT
15330 PRINT
15340 PRINT
15350 PRINT "8)"
15360 PRINT "THEY DEMANDED THEIR RIGHTS, THEY WERE GIVEN"
15370 PRINT "ROUGH TREATMENT BY THEIR GUARDS."
15380 PRINT
15390 PRINT
15400 PRINT X8$
15410 PRINT
15420 PRINT
15430 INPUT T8$
15440 IF T8$="RIGHTS" THEN 16480
15450 PRINT W9$
15460 LET T8=0
15470 GOTO 16510
15480 PRINT R9$
15490 LET T8=1
15500 PRINT
15510 PRINT
15520 PRINT
15530 PRINT "9)"
15540 PRINT "THE TRUCK WENT OUT OF CONTROL ON THE ICY ROAD."
15550 PRINT "IT STRUCK ANOTHER CAR THAT WAS PARKED NEARBY."
15560 PRINT
15570 PRINT
15580 PRINT X8$
15590 PRINT
15600 PRINT
15610 INPUT T9$
15620 IF T9$="ROAD" THEN 16660
15630 PRINT W9$
15640 LET T9=0

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16650 GOTO 16700
16660 PRINT R9$
16670 LET T9=1
16680 PRINT
16700 PRINT
16710 PRINT
16720 PRINT "10)".
16730 PRINT "HE CAME LATE TO CLASS, HE WORKED TWICE AS HARD AS THE OTHERS."
16740 PRINT
16750 PRINT
16760 PRINT X8$
16770 PRINT
16780 PRINT
16790 INPUT U1$
15800 IF U1$="CLASS" THEN 16850
15810 PRINT W9$
15820 LET U1=0
16830 GOTO 16880
16850 PRINT R9$
15860 LET U1=1
15880 PRINT
16890 PRINT
15892 REM THIS TALLIES THE TEST SCORE.
15900 LET T=T1+T2+T3+T4+T5+T6+T7+T8+T9+U1
15910 LET T$="YOUR SCORE FOR THIS QUIZ (OUT OF TEN) IS"
15920 PRINT T$,T
17000 GOTO 90000
80000 PRINT
80010 PRINT
80020 PRINT "TO CONTINUE, PRESS '1' AND THE 'RETURN' KEY."
80030 PRINT
80032 PRINT
80034 PRINT
80036 INPUT P9$
80038 IF P9$="1" THEN 80040
80039 IF P9$<>"1" THEN 80040
80040 PRINT
80050 RETURN
90000 PRINT "PATTERN OF ANSWERS"
90002 REM THE PATTERN OF ANSWERS PROVIDES A RECORD
90003 REM OF THE STUDENT'S RESULT FOR EACH QUESTION,
90004 REM ORGANIZED BY CONCEPT
90010 REM C1 TEACHES THE USE OF THE COMMA IN COMPOUND SENTENCES
90020 REM C2 TEACHES THE USE OF THE COMMA TO AVOID COMMA SPLICES
90030 REM C3 IS THE CRITERION TEST RESULTS
90040 REM BOTH D&P'S REFER TO DRILL AND PRACTICE BRANCHES FOR C1 AND C2
90050 PRINT "C1" A1;B1;C1
90060 PRINT "D&P1" E1;E2;E3
90070 PRINT "C2" F1;G1;H1
90080 PRINT "D&P2" I1;I2;I3
90090 PRINT "C3" T1;T2;T3;T4;T5;T6;T7;T8;T9;U1
90100 PRINT "STUDENT'S NAME AND ID", Z9$
90102 PRINT "CHAIN"
99997 PRINT "THIS IS THE END OF THE LESSON ON THE COMMA IN"
99998 PRINT "COMPOUND SENTENCES AND IN COMMA SPLICES."
99999 END

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xnocom

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00010 REM XNOCOM
00020 REM THIS VERSION IS PARALLEL TO NOCOM BUT CONTAINS DRILL AND PRACTICE
00100 REM THIS IS A LESSON IN WHEN NOT TO USE THE COMMA
00110 REM FINAL DRAFT--SEPT 78/LW
00120 REM VANIER COLLEGE
00122 REM WRITTEN BY A. KELLER
00123 REM C1--QUESTIONS 52,53,54,55,56
00124 REM D&P1--BEGINS 2732--QUESTIONS 57,58,59,60
00125 REM C2--BEGINS 7792--QUESTIONS 61,62,63,64
00126 REM D&P2--BEGINS 11020--QUESTIONS 65,66,67
00127 REM C3--BEGINS 20000--10 QUESTIONS
00128 REM WRITTEN BY ARNOLD KELLER
00129 REM ADDITIONAL MATERIAL BY ANNE BLOTT
00132 PRINT "PLEASE ENTER YOUR NAME AND ID NUMBER."
00134 PRINT
00136 INPUT Z9$
00138 PRINT
00139 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
00140 PRINT "IN THIS LESSON,"
00150 PRINT "WE'LL LOOK AT A NUMBER OF SITUATIONS"
00160 PRINT "WHERE YOU MIGHT BE TEMPTED TO PUT IN A COMMA,"
00170 PRINT "BUT SHOULDN'T."
00180 PRINT
00190 PRINT
00200 PRINT "IT'S JUST AS IMPORTANT TO KNOW WHEN"
00210 PRINT "NOT TO USE A COMMA"
00220 PRINT "AS TO KNOW WHEN ONE IS NEEDED."
00222 GOSUB 80000
00224 REM GOSUB 80000 IS A PAUSE SUBROUTINE USED AT VARIOUS
00225 REM POINTS THROUGHOUT THE LESSON TO ALLOW THE STUDENT
00226 REM TO PACE THE SPEED.
00230 PRINT
00240 PRINT
00250 PRINT "MOST EXTRA COMMAS ARE INSERTED BECAUSE"
00260 PRINT "THE WRITER PAUSES WHEN HE SAYS THE SENTENCE ALOUD"
00270 PRINT "OR TO HIMSELF, AND THINKS THAT EVERY PAUSE IN SPEECH"
00280 PRINT "CALLS FOR A COMMA."
00290 PRINT
00300 PRINT
00310 PRINT "THIS JUST ISN'T SO."
00320 PRINT
00330 PRINT "YOU SHOULD PUT COMMAS IN WRITTEN SENTENCES"
00340 PRINT "ONLY WHEN THEY HAVE A LOGICAL REASON TO BE THERE,"
00350 PRINT "AND NOT SIMPLY WHEN YOU MIGHT PAUSE"
00360 PRINT "IF YOU WERE SPEAKING ALOUD."
00370 PRINT
00380 PRINT "IF YOU CAN LEARN TO DISTINGUISH BETWEEN A PAUSE WHEN SPEAKING"
00390 PRINT "AND THE NEED FOR A COMMA IN WRITING,"
00400 PRINT "YOU'LL HAVE FEW PROBLEMS."
00402 GOSUB 80000
00410 PRINT
00420 PRINT
00430 PRINT "LOOK AT THIS SENTENCE:"
00440 PRINT
00450 PRINT "THE PIZZA YOU ORDERED FROM JOE'S PIZZERIA YESTERDAY"
00460 PRINT "WITH EVERYTHING ON IT EXCEPT ANCHOVIES AND PEPPERONI IS HERE NOW."
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00462 REM CONCEPT 1, QUESTION 1(A)
00464 REM QUESTION 52
00470 PRINT
00480 PRINT
00490 LET Q9$="AFTER WHICH WORD DO YOU NEED A COMMA?"
00500 PRINT Q9$
00510 PRINT
00520 PRINT
00530 INPUT A$
540 IF A$="NO COMMA" THEN 600
00550 IF A$="NONE" THEN 600
00560 IF A$="NO COMMA NEEDED" THEN 600
00565 IF A$="NO" THEN 600
00570 GOTO 700
00572 REM THIS ANALYSIS OF INPUT IS USED TO DIRECT THE STUDENT
00574 REM TO THE APPROPRIATE EXPLANATION FOR HIS RESPONSE.
00575 REM EACH ERROR RECEIVES AN INDIVIDUALIZED EXPLANATION.
00576 REM SIMILAR ANALYSIS IS DONE FOR EACH QUESTION.
00600 PRINT "GOOD."
00602 LET A=1
00603 REM L.602 IS A COUNTING MECHANISM USED TO KEEP TRACK
00604 REM OF THE STUDENT'S SCORE ON EACH QUESTION. A LETTER,
00605 REM E.G., A,B, IS ASSIGNED TO EACH QUESTION. WHEN
00606 REM CORRECT, THE VALUE IS 1; WHEN INCORRECT, 0. A SIMILAR
00607 REM LINE WILL BE FOUND AFTER EACH EXPLANATION FOR
00608 REM EACH QUESTION.
00610 PRINT "THE SENTENCE DOESN'T NEED A COMMA ANYWHERE"
00620 PRINT "ALTHOUGH IT'S QUITE LONG,"
00630 PRINT "AND YOU PROBABLY WOULD PAUSE AFTER 'PEPPERONI'"
00640 PRINT "IF YOU WERE SPEAKING IT ALOUD."
650 GOTO 800
00700 PRINT "SORRY,"
00710 PRINT "BUT THAT WAS A TRICK QUESTION."
00720 LET A=0
00720 PRINT
00730 PRINT "NO COMMA IS NEEDED HERE AT ALL."
00740 PRINT "THE SENTENCE IS QUITE LONG,"
00750 GOTO 630
00800 PRINT "BUT IT STILL DOESN'T NEED A COMMA."
00802 GOSUB 80000
00810 PRINT
00820 PRINT
00830 PRINT "LET'S TRY TO UNDERSTAND WHY THIS IS SO."
00840 PRINT
00850 PRINT
00860 PRINT "LET'S TAKE ALL THE WORDS THAT COME BEFORE"
00870 PRINT "THE MAIN VERB IN THIS SENTENCE"
00880 PRINT "--THE WORD 'IS'--"
00890 PRINT "AND CONSIDER THEM A UNIT WE'LL CALL 'X'."
00900 PRINT
00910 PRINT "THAT IS,"
00920 PRINT "X='THE PIZZA YOU ORDERED FROM JOE'S PIZZERIA YESTERDAY"
00930 PRINT "WITH EVERYTHING ON IT EXCEPT ANCHOVIES AND PEPPERONI'."
00932 GOSUB 80000
00940 PRINT
00950 PRINT "IF WE SUBSTITUTE 'X' FOR ALL THOSE WORDS."

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00960 PRINT "WE COME UP WITH THIS"
00970 PRINT
00980 PRINT "'X IS HERE.'"
00990 PRINT
01000 PRINT "TAKING THIS ONE STEP FURTHER."
01010 PRINT "SUPPOSE THAT YOUR READER KNEW WHAT YOU WERE TALKING ABOUT."
01020 PRINT "AND YOU COULD MAKE A FURTHER SUBSTITUTION--"
01030 PRINT "'IT' FOR 'X'."
01040 PRINT
01050 PRINT "THE RESULT WOULD LOOK LIKE THIS:"
01060 PRINT
01070 PRINT
01080 PRINT "'IT IS HERE.'"
01100 PRINT
01110 PRINT
01130 PRINT
01132 REM CONCEPT 1, QUESTION 2 (B)
01134 REM QUESTION 53
01140 PRINT "IF YOU THINK THIS SENTENCE DOESN'T NEED A COMMA AT ALL; TYPE '1'."
01142 PRINT
01144 PRINT
01146 PRINT "IF YOU THINK IT DOES, TYPE THE WORD AFTER WHICH YOU WOULD PLACE A COMMA."
01150 PRINT
01160 PRINT
01170 PRINT
1180 INPUT B$
01190 IF B$="1" THEN 1300
01200 IF B$="IT" THEN 1400
01210 IF B$="IS" THEN 1500
01220 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
01230 PRINT N9$
01240 GOTO 1080
01300 PRINT "RIGHT."
01302 LET B=1
01310 PRINT "YOU WOULDN'T BREAK THIS SENTENCE UP"
01320 PRINT "BY PUTTING A COMMA IN IT."
01322 PRINT
01330 PRINT "FOR EXAMPLE,"
01340 PRINT "'IT, IS HERE' OR 'IT IS, HERE'"
01350 PRINT "OBVIOUSLY ARE QUITE WRONG."
01360 GOTO 1600
01362 REM L. 1360 & L.1490 AVOID EXPLANATION OF SPECIFIC ERRORS FOR
01364 REM STUDENTS WHO WERE CORRECT.
01400 PRINT "NO."
01402 LET B=0
01410 PRINT "AN IMPORTANT RULE OF GRAMMAR IS"
01420 PRINT "NEVER TO SEPARATE A SUBJECT (IN THIS CASE 'IT') "
01430 PRINT "FROM ITS VERB (IN THIS CASE 'IS')."
01440 PRINT
01450 PRINT "THE REASON FOR THIS IS THAT A SUBJECT AND ITS VERB"
01460 PRINT "ARE A LOGICAL UNIT THAT HAVE TO BE SEEN TOGETHER."
01470 PRINT
01480 PRINT "THEREFORE, 'IT' AND 'IS' SHOULD NOT BE SEPARATED IN THIS SENTENCE."
01490 GOTO 1600
01500 PRINT "NO."
01502 LET B=0

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01510 PRINT "YOU ARE TRULY PUNCTUATING BY EAR AT THIS POINT."
01512 PRINT
01520 PRINT "YOU MIGHT PAUSE AFTER 'IS' WHEN SPEAKING"
01530 PRINT "IF YOU WERE TRYING TO GIVE SOME SPECIAL EMPHASIS TO 'HERE'."
01540 PRINT
01550 PRINT "IN WRITING, HOWEVER, YOU WOULD HAVE TO UNDERLINE 'HERE'"
01560 PRINT "OR PUT IT IN QUOTATIONS:"
01562 PRINT
01570 PRINT "'IT IS 'HERE'--BY WHICH YOU PRESUMABLY"
01580 PRINT "ARE STRESSING 'HERE' AS OPPOSED TO, 'THERE.'"
01582 PRINT
01590 PRINT "BUT YOU WOULD NEVER DO THIS WITH A COMMA."
01592 PRINT "THE SENTENCE ('IT IS HERE') NEEDS NO COMMA,"
01593 PRINT "AND TO PUT ONE IN IS WRONG."
01594 PRINT
01595 PRINT
01600 PRINT "THE IMPORTANT THING TO RECOGNIZE IS THAT"
01610 PRINT "THE FACT THAT THE SUBJECT OF A SENTENCE IS LONG"
01620 PRINT "DOESN'T MEAN THAT IT HAS TO BE FOLLOWED BY A COMMA."
01622 GOSUB 80000
01630 PRINT "IN THE EXAMPLE ABOUT THE PIZZA BEING DELIVERED,"
01640 PRINT "'THE PIZZA YOU ORDERED FROM JOE'S . . . PEPPERONI,'"
01660 PRINT "IS THE SUBJECT OF THE SENTENCE."
01670 PRINT
01680 PRINT "TECHNICALLY, IT CALLED A 'NOUN CLAUSE'--"
01682 PRINT
01690 PRINT "THAT IS, IT IS A CLAUSE THAT TAKES THE PLACE OF A NOUN."
01692 PRINT
01700 PRINT "AND IN THE CASE WE'VE BEEN LOOKING AT,"
01710 PRINT "THE NOUN CLAUSE IS THE SUBJECT OF THE SENTENCE."
1712 GOSUB 80000
01720 PRINT
1730 PRINT "THE SAME IDEA WOULD HOLD TRUE IF A PHRASE OF SOME SORT"
01740 PRINT "WERE USED AS THE SUBJECT OF A SENTENCE."
01750 PRINT
01760 PRINT
01770 PRINT "FOR EXAMPLE, LOOK AT THE FOLLOWING:"
01772 REM CONCEPT 1, QUESTION 3 (C)
01774 REM QUESTION 54
01780 PRINT
01790 PRINT
01800 PRINT "TO GET TO CLASS ON TIME WAS MY INTENTION."
01810 PRINT
01820 PRINT
01840 PRINT
1850 PRINT "IF YOU THINK NO COMMA IS NEEDED, TYPE 'NO'."
01852 PRINT "IF YOU THINK THAT A COMMA IS REQUIRED,"
01854 PRINT "TYPE THE WORD AFTER WHICH YOU WOULD PUT ONE."
01860 PRINT
01870 PRINT
01880 INPUT C$
01890 IF C$="TIME" THEN 2000
01900 IF C$="CLASS" THEN 2100
1910 IF C$="NO" THEN 2200
02000 PRINT "NO."
02002 LET C1=1

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02010 PRINT "YOU'RE PUNCTUATING BY EAR--"
02020 PRINT "THAT IS, YOU ARE PUTTING A COMMA WHERE YOU MIGHT"
02030 PRINT "PAUSE WHEN SPEAKING."
02040 PRINT
02050 PRINT
02060 PRINT "ASK YOURSELF WHAT GROUP OF WORDS COULD BE REMOVED"
02070 PRINT "FROM THE SENTENCE AND REPLACED BY 'IT'."
02072 PRINT
02080 PRINT "TRY AGAIN."
02090 GOTO 1800
02100 PRINT "NO."
02102 LET C1=1
02110 PRINT "YOU ARE PUNCTUATING ONLY WITH YOUR EAR."
02112 PRINT
2120 PRINT "REMEMBER, A PAUSE IN SPEAKING DOESN'T NECESSARILY MEAN"
02130 PRINT "THAT YOU NEED A COMMA."
02132 PRINT
02140 PRINT "PUTTING THE COMMA AFTER 'CLASS' BREAKS THE"
02150 PRINT "THE SENTENCE INTO TWO UNITS--"
2160 PRINT "'TO GET TO CLASS' AND 'ON TIME WAS MY INTENTION'"
02162 PRINT
02170 PRINT "BUT NEITHER MAKES MUCH SENSE."
02180 PRINT
02190 GOTO 2060
02200 PRINT "GOOD."
02202 LET C=1
02204 GOTO 2682
02210 PRINT "THE SENTENCE NEEDS NO COMMAS."
02220 PRINT "AS YOU CAN SEE, IF YOU SUBSTITUTE 'IT'"
02230 PRINT "FOR 'TO GET TO CLASS ON TIME',"
02240 PRINT "THE SENTENCE WOULD READ"
02242 PRINT
02244 PRINT
02250 PRINT "'IT WAS MY INTENTION'."
02260 PRINT
02270 PRINT "THIS IS AN ACCEPTABLE SENTENCE AS IT IS."
02280 PRINT "AND YOU WOULD NOT WANT TO BREAK IT UP WITH A COMMA."
2282 GOSUB 80000
02290 PRINT
02300 PRINT "REMEMBER--A SUBJECT AND ITS VERB SHOULD NOT BE SEPARATED."
02302 REM CONCEPT 2
02310 PRINT "HOWEVER, THERE ARE SOME PLACES WHERE THIS MAY BE PERMITTED"
02320 PRINT "IF--AND ONLY IF--"
02330 PRINT "WHAT SEPARATES THEM IS A WHOLE UNIT SET OFF BY A PAIR OF COMMAS."
02340 PRINT
02350 PRINT
02360 PRINT "FOR EXAMPLE:"
02370 PRINT
02380 PRINT "THE DEBATERS, ARGUED THEIR CASES ANGRILY."
02390 PRINT
02400 PRINT
02410 PRINT "THIS SENTENCE IS WRONG BECAUSE THE COMMA SEPARATES"
02420 PRINT "THE SUBJECT (THE DEBATERS) FROM THE VERB (ARGUED)."
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02460 PRINT "AND SET THE WHOLE THING OFF WITH A PAIR OF COMMAS,"
02470 PRINT "IT WOULD BE CORRECT."
02472 GOSUB 80000
02480 PRINT
02490 PRINT
02500 PRINT "FOR INSTANCE:"
02510 PRINT
02520 PRINT "THE DEBATERS, THEIR VOICES RISING EXCITEDLY,"
02522 PRINT "ARGUED THEIR CASES ANGRILY."
02530 PRINT
02540 PRINT
02550 PRINT "THEIR VOICES RISING EXCITEDLY' IS A"
02552 PRINT "NONESSENTIAL PART OF THE SENTENCE."
02560 PRINT "(WHICH DOESN'T MEAN USELESS)"
02570 PRINT "AND IT CAN BE REMOVED FROM THE SENTENCE WITHOUT HARM."
02580 PRINT
02590 PRINT "THE KEY POINT IS THAT THERE ARE TWO COMMAS HERE--"
02600 PRINT "ONE ON EACH END OF THE NONESSENTIAL ELEMENT."
02602 PRINT
02604 PRINT "*****"
02610 PRINT
02620 PRINT "AS LONG AS THERE IS A PAIR OF COMMAS,"
02630 PRINT "YOU CAN INSERT THE EXTRA INFORMATION."
02640 PRINT
02642 PRINT "*****"
02650 PRINT
02660 PRINT "WHEN YOU LEARN ABOUT COMMAS, IT'S"
02662 PRINT "IMPORTANT TO KNOW WHEN TO USE THEM"
02670 PRINT "AND WHEN TO LEAVE THEM OUT."
02672 GOSUB 80000
02674 GOTO 2690
02680 PRINT
02682 IF C1=1 THEN 2686
02684 GOTO 2210
02686 LET C=0
02688 GOTO 2210
02689 REM PRECEDING LINES CHANGE VALUES TO ZERO ON TRY AGAIN
02690 GOSUB 41010
02692 PRINT
02693 REM DECISION FRAME--ONE MISS ON FIRST FIVE QUESTIONS TAKES STUDENT TO D&P
02694 IF A+B+C+Q2+Q3=5 THEN 8000
02695 REM D&P FOR SUBJECT-VERB SEPARATED BY COMMA (VARIABLES D-E-F-H)
02700 PRINT "LET'S TRY A FEW QUESTIONS IN WHICH YOU WILL HAVE TO DECIDE"
02710 PRINT "WHETHER OR NOT THE COMMAS IN THE SENTENCE ARE CORRECT."
02720 PRINT
02730 PRINT
02732 REM CONCEPT 1, D&P
02734 REM D&P, QUESTION 1 (J)
02735 REM QUESTION 57
02740 PRINT "IT WAS AGREED, THAT WE SHOULD ALL GO TO THE MOVIES ON SATURDAY."
02750 PRINT
02770 LET T1$="TYPE '1', IF YOU WOULD ADD ANY COMMAS TO THIS SENTENCE."
02780 LET T2$="TYPE '2' IF YOU WOULD REMOVE ANY COMMAS FROM THIS SENTENCE."
02790 LET T3$="TYPE '3' IF YOU WOULD NOT MAKE ANY CHANGES TO THE SENTENCE."
02800 REM THE STUDENT WILL BE BRANCHED AND ASKED FURTHER QUESTIONS ACCORDING TO THE CHOICE MADE
02810 PRINT T1$

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02820 PRINT T2$
02830 PRINT T3$
02840 PRINT
02850 PRINT
02860 PRINT
02870 INPUT D$
02880 IF D$="1" THEN 3000
02890 IF D$="2" THEN 3500
02900 IF D$="3" THEN 3900
02902 LET N9$="YOUR ANSWER WAS NOT EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
02910 PRINT N9$
02920 GOTO 2740
03000 PRINT "AFTER WHICH WORD?"
03010 PRINT
03030 PRINT
03040 INPUT D1$
03050 IF D1$="ALL" THEN 3100
03060 IF D1$="GO" THEN 3200
03070 IF D1$="MOVIES" THEN 3300
03080 IF D1$="THAT" THEN 3400
03090 PRINT N9$
03100 PRINT "BY PUTTING THE COMMA AFTER 'ALL'"
03105 LET D=0
03110 PRINT "YOU ARE GIVING IT SPECIAL EMPHASIS."
03112 PRINT
03120 PRINT "HOWEVER, YOU ARE PUNCTUATING WITH YOUR EAR--"
03130 PRINT "YOU MIGHT VERY WELL PAUSE THERE WHEN TALKING, BUT YOU"
03140 PRINT "WOULDN'T WHEN WRITING."
03150 PRINT
03160 PRINT "THE TWO COMMAS SAY TO THE READER"
03170 PRINT "REMOVE WHAT IS ENCLOSED BY THEM"
03180 PRINT "('THAT WE SHOULD ALL')"
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03190 PRINT "WHICH MEANS YOUR SENTENCE WOULD READ"

03191 PRINT "IT WAS AGREED GO TO THE MOVIES ON SATURDAY."

03192 PRINT "WHICH DOESN'T MAKE MUCH SENSE AS YOU CAN READ FOR YOURSELF."

03193 PRINT

03194 PRINT "IN FACT, THE SENTENCE SHOULD HAVE NO COMMAS AT ALL."

03195 REM THE STUDENT WILL BE ROUTED TO THE MAIN EXPLANATION ON LINE 4000

03196 GOTO 4000

3200 PRINT "BY PUTTING THE COMMA AFTER 'GO',"

03210 PRINT "YOU SEEM TO BE STRESSING THAT WORD MORE THAN OTHER."

03212 PRINT

03214 PRINT

03216 LET D=0

03220 PRINT "YOU MIGHT PAUSE THERE WHEN SPEAKING, BUT NOT WHEN WRITING."

03222 PRINT

03230 PRINT "IF YOU DID WANT TO STRESS 'GO' IN WRITING,"

03240 PRINT "YOU WOULD UNDERLINE IT OR PUT IT IN QUOTATION MARKS."

03242 PRINT

03250 PRINT "THE COMMA AFTER 'GO' TELLS YOUR READER THAT WHAT COMES"

03260 PRINT "BETWEEN THE TWO COMMAS CAN BE REMOVED."

03262 PRINT

03270 PRINT "THE RESULT WOULD BE THE FOLLOWING:"

03272 PRINT

03280 PRINT "IT WAS AGREED THAT TO THE MOVIES ON SATURDAY."

03282 GOSUB 80000

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03284 PRINT
03291 PRINT "AS YOU CAN SEE, THIS DOESN'T MAKE MUCH SENSE."
03293 PRINT
03295 PRINT "IN FACT, THE SENTENCE SHOULD HAVE NO COMMAS AT ALL."
03297 REM THE STUDENT IS ROUTED TO THE MAIN EXPLANATION ON LINE 4000.
03298 GOTO 4000
03300 PRINT "BY PUTTING THE COMMA AFTER 'MOVIES',"
03310 PRINT "YOU ARE TRYING TO STRESS THAT WORD--"
03320 PRINT "WE SHOULD GO TO THE MOVIES RATHER THAN SOMEWHERE ELSE, PERHAPS."
03330 PRINT "THE COMMA DOES NOT HAVE, HOWEVER, THE SAME EFFECT"
03340 PRINT "AS A PAUSE IN SPEAKING."
03342 PRINT
03350 PRINT "IN FACT, THE SECOND COMMA SAYS TO THE READER THAT WHATEVER"
03360 PRINT "COMES BETWEEN THE TWO COMMAS CAN BE REMOVED."
03362 PRINT
03370 PRINT "THE RESULT IS THE FOLLOWING:"
03372 PRINT
03380 PRINT "'IT WAS AGREED THAT ON SATURDAY.'"
03382 PRINT
03390 PRINT "WHICH CLEARLY DOESN'T MAKE MUCH SENSE."
03391 PRINT
03392 PRINT
03393 PRINT "IN FACT THE SENTENCE DOESN'T NEED ANY COMMAS AT ALL."
03394 REM THE STUDENT IS BRANCHED TO THE MAIN EXPLANATION ON LINE 4000.
03395 GOTO 4000
03400 PRINT "BY PUTTING THE COMMA AFTER 'THAT'"
03402 LET D=0
03410 PRINT "YOU ARE FORCING A VERY UNNATURAL PAUSE--EVEN FOR SPEAKING."
03420 PRINT "IN ANY EVENT, A COMMA HERE TELLS YOUR READER"
03430 PRINT "THAT WHAT COMES BETWEEN THE TWO COMMAS CAN BE"
03440 PRINT "REMOVED FROM THE SENTENCE."
03450 PRINT "THE RESULT WOULD LOOK LIKE THIS:"
03460 PRINT
03470 PRINT "'IT WAS AGREED WE SHOULD ALL GO TO THE MOVIES ON SATURDAY.'"
03480 PRINT "THIS IS ACCEPTABLE BECAUSE 'THAT' IS UNDERSTOOD."
03490 PRINT "BUT YOU CANNOT SHOW THIS WITH THE COMMAS:"
03492 PRINT "EITHER REMOVE 'THAT' ALTOGETHER OR GET RID OF THE COMMAS."
03494 PRINT "IN FACT THE SENTENCE DOESN'T NEED COMMAS AT ALL."
03496 REM THE STUDENT IS BRANCHED TO THE MAIN EXPLANATION ON LINE 4000.
03498 GOTO 4000
03500 PRINT "RIGHT."
03502 LET D=1
03510 PRINT "THE COMMA AFTER 'AGREED' BREAKS UP THE SENTENCE BADLY."
03520 PRINT "THERE IS NO NEED FOR IT AND IT SHOULD BE REMOVED."
03530 REM THE STUDENT IS BRANCHED TO THE MAIN EXPLANATION ON LINE 4000.
03540 GOTO 4000
03900 PRINT "SORRY, YOU WOULD HAVE TO MAKE A CHANGE HERE."
03902 LET D=0
03904 PRINT
03906 PRINT
03910 PRINT "YOU HAVE TO REMOVE THE COMMA AFTER 'AGREED'"
03920 PRINT "BECAUSE IT BREAKS UP THE SENTENCE BADLY."
03922 PRINT
03930 PRINT "THERE IS NO NEED FOR IT AND IT SHOULD BE REMOVED."
03940 REM THE STUDENT IS BRANCHED TO THE MAIN EXPLANATION ON LINE 4000.
03950 GOTO 4000

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4000 REM THIS IS THE MAIN EXPLANATION OF THIS POINT--ALL STUDENTS ARE ROUTED TO IT.
04010 PRINT "JUST AS YOU SHOULD'N'T SEPARATE A SUBJECT FROM ITS PREDICATE."
04020 PRINT "YOU SHOULD NOT SEPARATE A VERB FROM THE WORD WHICH COMPLETES IT."
04030 PRINT
04040 PRINT "IN THE SENTENCE WE'VE BEEN LOOKING AT"
04050 PRINT "('IT WAS AGREED THAT WE SHOULD ALL GO TO THE MOVIES ON SATURDAY'),"
04060 PRINT "'THAT WE SHOULD ALL GO TO THE MOVIES ON SATURDAY'"
04070 PRINT "IS A CLAUSE THAT CANNOT STAND BY ITSELF--"
04080 PRINT "IT DEPENDS ON THE MAIN CLAUSE 'IT WAS AGREED'."
04090 PRINT
04100 PRINT "A MAIN CLAUSE AND THE CLAUSE THAT DEPENDS ON IT SHOULD NEVER BE"
04110 PRINT "SEPARATED BY A COMMA."
04120 GOSUB 80000
04114 PRINT
04120 PRINT "LET'S TRY A FEW QUICK QUESTIONS TO SEE"
04130 PRINT "IF YOU CAN DECIDE WHETHER OR NOT"
04140 PRINT "A SENTENCE HAS UNNECESSARY COMMAS."
04150 PRINT
04160 PRINT
04170 PRINT "THE IDEA WE WILL WORK WITH IS THAT"
04180 PRINT "YOU SHOULD NEVER SEPARATE PARTS OF A SENTENCE"
04190 PRINT "THAT WORK TOGETHER"
04200 PRINT "(A SUBJECT FROM ITS VERB, A VERB"
04210 PRINT "FROM THE WORDS THAT COMPLETE IT)"
04220 PRINT "UNLESS ANOTHER WHOLE UNIT,"
04230 PRINT "SET OFF BY COMMAS AS THE WORDS ON THIS LINE ARE,"
04240 PRINT "IS INSERTED."
04242 GOSUB 80000
04250 PRINT
04260 PRINT
04270 PRINT "LOOK AT THE FOLLOWING:"
04272 REM D&P CONCEPT 1, 12 (E)
04274 REM QUESTION 58
04280 PRINT
04290 PRINT
04300 PRINT "WHAT I REALLY NEED NOW, IS A COOL DRINK."
04310 PRINT
04320 PRINT
04324 REM AT THE COMPLETION OF THE EXPLANATIONS ALL STUDENTS
04325 REM WILL BE ROUTED TO LINE 5500 FOR THE NEXT QUESTION.
04326 REM T1$, T2$, AND T3$ ASK THE STUDENT WHETHER HE WOULD ADD, DELETE, OR MAKE NO CHANGE
04327 REM TO THE SENTENCE HE'S BEEN GIVEN.
04330 PRINT T1$
04340 PRINT T2$
04350 PRINT T3$
04360 PRINT
04370 PRINT
04380 PRINT
04390 INPUT E$
04400 IF E$="1" THEN 4500
04410 IF E$="2" THEN 4800
04420 IF E$="3" THEN 5100
04430 PRINT N9$
04440 GOTO 4300
04500 PRINT "AFTER WHICH WORD?"
04510 PRINT

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04520 PRINT
04530 INPUT E1$
4540 PRINT "SORRY,"
04542 LET E=0
04550 PRINT "YOU'RE NOT CORRECT."
04560 PRINT
04570 PRINT "THE SENTENCE HAS ONLY ONE COMMA IN IT NOW,"
04580 PRINT "BUT THAT'S ONE TOO MANY."
04590 PRINT ""
04600 PRINT "ADDING A COMMA ANYWHERE ELSE"
04610 PRINT "ONLY MAKES MATTERS WORSE."
04620 PRINT "YOU ARE SAYING TO THE READER "
04630 PRINT "THAT EVERYTHING BETWEEN THE TWO COMMAS"
04640 PRINT "CAN BE REMOVED AS 'NONESSENTIAL'."
04650 PRINT
04660 PRINT "THAT'S NOT SO IN THIS SENTENCE."
4662 GOSUB 80000
04670 PRINT
04680 PRINT "WHAT YOU SHOULD HAVE DONE WAS REMOVE"
04690 PRINT "THE COMMA AFTER 'NOW'."
04700 PRINT
04710 PRINT "THE SENTENCE WOULD THEN READ"
04720 PRINT "'WHAT I REALLY NEED NOW IS A COOL DRINK'."
04730 PRINT
04740 PRINT "THE SUBJECT OF THE SENTENCE IS"
04750 PRINT "THE NOUN CLAUSE 'WHAT I REALLY NEED NOW'"
04760 PRINT "AND IT SHOULDN'T BE SEPARATED FROM ITS VERB"
04770 PRINT "ANY MORE THAN 'TOM' SHOULD BE SEPARATED FROM 'HITS'."
04780 PRINT "IN 'TOM HITS JOHN'."
4782 GOSUB 80000
04790 GOTO 5500
04800 PRINT "GOOD."
04802 LET E=1
04810 PRINT "THE COMMA AFTER 'NOW' IS COMPLETELY UNNECESSARY."
04820 PRINT
04830 PRINT "IT BREAKS UP THE SUBJECT (THE NOUN CLAUSE"
04840 PRINT "'WHAT I REALLY NEED NOW')'"
04850 PRINT "FROM THE PREDICATE ('IS A COOL DRINK').'"
4860 PRINT
4870 PRINT
4880 PRINT "A COMMA IS USED TO SEPARATE,"
4890 PRINT "BUT NOTHING IN THIS SENTENCE "
4900 PRINT "SHOULD BE SEPARATED FROM ANYTHING ELSE."
4910 GOTO 5500
05100 PRINT "NO, YOU DO NEED TO MAKE A CHANGE."
05102 LET E=0
05110 PRINT
05120 PRINT "THE SENTENCE HAS AN UNNECESSARY COMMA"
05130 PRINT "AFTER THE WORD 'NOW'."
05140 PRINT
05150 PRINT "IT IS TRUE THAT YOU MIGHT PAUSE AFTER 'NOW'"
05160 PRINT "IF YOU SPOKE THE SENTENCE ALOUD,"
05162 PRINT
05170 PRINT "BUT THIS IS NOT THE WAY TO"
05180 PRINT "USE COMMAS WHEN YOU WRITE."
05190 PRINT

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05200 PRINT "THE COMMA SHOULD BE REMOVED ALTOGETHER."

05210 PRINT

5211 REM THE STUDENT IS BRANCHED TO THE LATTER PART OF THE

5212 REM CORRECT EXPLANATION WHICH WILL THEN

5213 REM TAKE HIM AUTOMATICALLY TO THE NEXT QUESTION ON LINE 5500.

05220 GOTO 4830

05500 PRINT

05510 PRINT

05520 PRINT "LET'S TRY ANOTHER."

05522 REM CONCEPT 1, QUESTION 6 (F)

05524 REM QUESTION 59

05530 PRINT

05540 PRINT

05550 PRINT "IT SEEMS IMPOSSIBLE TO ME, AND TO EVERYONE ELSE I'VE SPOKEN TO,"

05560 PRINT "THAT YOU CAN DRIVE TO OTTAWA IN AN HOUR."

05570 PRINT

05580 PRINT

05590 PRINT

05600 PRINT T1\$

5510 PRINT T2\$

05620 PRINT T3\$

05630 PRINT

05640 PRINT

05650 PRINT

05660 INPUT F\$

5570 IF F\$="1" THEN 6300

5580 IF F\$="2" THEN 6000

05690 IF F\$="3" THEN 5750

05700 PRINT N9\$

05710 GOTO 5530

05750 PRINT "RIGHT."

05752 LET F=1

05760 PRINT "NO CHANGES ARE NECESSARY AT ALL."

05762 PRINT

05770 PRINT "THE TWO COMMAS,"

05780 PRINT "ONE AFTER 'ME' AND THE OTHER AFTER 'TO',"

05790 PRINT "ENCLOSE A NONESSENTIAL ELEMENT"

05800 PRINT "(AND TO EVERYONE ELSE I'VE SPOKEN TO)"

05810 PRINT "WHICH CAN BE REMOVED FROM THE SENTENCE"

05820 PRINT "WITHOUT HARM."

05830 PRINT

05840 PRINT "EVERYTHING ELSE IN THE SENTENCE WORKS AS A SINGLE UNIT"

05850 PRINT "AND SHOULD NOT BE BROKEN UP BY COMMAS."

5852 GOSUB 80000

05860 GOTO 6800

06000 PRINT "THERE ARE TWO COMMAS HERE. TYPE '1'"

06010 PRINT "IF YOU WOULD REMOVE ONLY ONE COMMA,"

6020 PRINT "AND TYPE '2' IF YOU WOULD REMOVE BOTH OF THEM."

06030 REM THIS IS A BRANCH WITHIN A BRANCH

06040 PRINT

06050 INPUT F1\$

06060 IF F1\$="1" THEN 6100

06070 IF F1\$="2" THEN 6200

6080 PRINT N9\$

06090 GOTO 6000

06100 PRINT "IF YOU REMOVE ONE COMMA--"

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6110 PRINT "EITHER AFTER 'ME' OR AFTER 'TO'."
06120 PRINT "YOU ARE BREAKING UP THE SENTENCE."
06122 LET F=0
06130 PRINT
06162 PRINT "THE SENTENCE WOULD READ IN ONE OF TWO WAYS:"
06164 PRINT "'IT SEEMS IMPOSSIBLE TO ME AND TO EVERYONE I'VE SPOKEN TO,'"
06166 PRINT "THAT YOU CAN DRIVE TO OTTAWA IN AN HOUR."
06168 PRINT
06170 PRINT "OR:"
06172 PRINT
06174 PRINT "'IT SEEMS IMPOSSIBLE TO ME, AND TO EVERYONE I'VE SPOKEN TO THAT'"
06176 PRINT "YOU CAN DRIVE TO OTTAWA IN AN HOUR."
06178 PRINT
06180 PRINT
06182 PRINT "EITHER WAY, THE SENTENCE IS INCORRECT."
06183 GOSUB 80000
06184 PRINT "IN THE FIRST CASE, THE MAIN CLAUSE"
06186 PRINT "('IT SEEMS IMPOSSIBLE TO ME')."
06190 PRINT "IS SEPARATED FROM ITS DEPENDENT CLAUSE"
06192 PRINT "('THAT YOU CAN DRIVE TO OTTAWA IN AN HOUR')."
06193 PRINT
06194 PRINT
06196 PRINT "THE MAIN CLAUSE ALSO INCLUDES 'AND TO EVERYONE I'VE SPOKEN TO'."
06197 PRINT
06198 PRINT "IN FACT, YOU NEED BOTH COMMAS."
06199 GOTO 5760
06200 PRINT "IF YOU REMOVE BOTH COMMAS,"
06210 PRINT "YOU ARE SAYING THAT"
06220 PRINT "'AND TO EVERYONE I'VE SPOKEN TO'"
06230 PRINT "IS AN ESSENTIAL ELEMENT THAT CANNOT"
06240 PRINT "BE REMOVED FROM THE SENTENCE."
06242 LET F=1
06250 PRINT
06260 PRINT "THIS IS CERTAINLY A POSSIBLE ANSWER."
06262 PRINT
06264 PRINT "HOWEVER, IT CHANGES THE MEANING SLIGHTLY"
06266 PRINT "BY GIVING EQUAL IMPORTANCE TO YOUR IDEAS"
06268 PRINT "AND TO THOSE OF 'EVERYONE ELSE'."
06270 PRINT
06272 PRINT "IF THIS IS WHAT YOU INTEND, FINE."
06274 PRINT
06276 PRINT "BUT BE SURE TO RECOGNIZE THAT AS IT STANDS,"
06278 PRINT "THE SENTENCE MENTIONED 'EVERYONE ELSE'"
06280 PRINT "AS NONESSENTIAL--AS A KIND OF AFTERTHOUGHT."
06284 PRINT
06286 PRINT "BUT YOU SHOULD ALSO SEE THAT THERE IS"
06288 PRINT "A GOOD CASE TO BE MADE FOR NOT MAKING ANY CHANGES AT ALL."
06289 PRINT
06290 PRINT "IT IS A MATTER FOR THE WRITER TO DECIDE,"
06292 PRINT "BUT ONE COULD LOOK AT IT THIS WAY:"
06294 REM THE STUDENT IS BRANCHED BACK TO THE MORE CORRECT ANSWER
06296 PRINT
06298 GOTO 5770
06300 PRINT "NO."
06302 LET F=0
06306 PRINT

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05310 PRINT
05320 PRINT "ANY MORE COMMAS WOULD BREAK UP THE SENTENCE INTO"
05330 PRINT "CHOPPY LITTLE UNITS THAT WOULD MAKE READING CONFUSING."
05340 PRINT
05350 PRINT "ONCE AGAIN,"
05360 PRINT "YOU MIGHT PAUSE WHEN SAYING THESE PHRASES ALOUD."
05362 PRINT
05370 PRINT "BUT A COMMA IS NOT THE WAY TO INDICATE EMPHASIS"
05380 PRINT "(IF THAT'S WHAT YOU WANT)"
05390 PRINT "WHEN THE SENTENCE IS WRITTEN OUT."
05400 PRINT
05410 PRINT "IN FACT, THE SENTENCE IS CORRECT AS IT STANDS."
05420 REM THE STUDENT IS BRANCHED BACK TO THE EXPLANATION OF THE CORRECT ANSWER
05430 GOTO 5770

6800 PRINT
05820 PRINT "LET'S TRY ANOTHER:"
05822 REM CONCEPT 1, QUESTION 7 (H)
05824 REM QUESTION 60
05830 PRINT
05840 PRINT
05850 PRINT
6860 PRINT "ALTHOUGH YOU HAVE ALREADY PAID FOR THE CAR, I THINK, THAT"
6870 PRINT "YOU CAN STILL GET YOUR MONEY REFUNDED."
06880 PRINT
05890 PRINT
06900 PRINT T1$
05910 PRINT T2$
05920 PRINT T3$
05930 PRINT
05940 PRINT
06950 PRINT
06960 INPUT H$
6970 IF H$="1" THEN 7100
6980 IF H$="2" THEN 7180
05990 IF H$="3" THEN 7708
07000 PRINT N9$
7010 GOTO 6850
07100 PRINT "AFTER WHICH WORD?"
7110 PRINT
07120 PRINT
07130 INPUT H1$
07140 PRINT "NO."
07142 LET H=0
07150 PRINT "THE SENTENCE HAS TOO MANY COMMAS ALREADY,"
07160 PRINT "AND ADDING ANY MORE TO IT ONLY MAKES IT WORSE."
07170 PRINT
07180 PRINT "THERE ARE ARE TWO POSSIBLE COMMAS TO REMOVE:"
7190 PRINT "TYPE THE WORD AFTER WHICH YOU THINK THERE IS"
07200 PRINT "AN UNNECESSARY COMMA."
07210 PRINT
07220 PRINT
07230 INPUT H2$
07240 IF H2$="CAR" THEN 7270
7250 IF H2$="THINK" THEN 7500
07260 PRINT N9$
7265 GOTO 7190

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07270 PRINT "SORRY,"
07280 PRINT "BUT IF YOU REMOVE THE COMMA AFTER 'CAR' THEN"
07290 PRINT "YOU'VE TAKEN AWAY THE COMMA THAT SHOWS THE"
07300 PRINT "END OF THE INTRODUCTORY PART OF YOUR SENTENCE."
07310 PRINT
07320 PRINT "THE LESSON ON THE COMMA FOR INTRODUCTORY ELEMENTS."
07330 PRINT "TEACHES THIS IDEA, AND YOU SHOULD GO THROUGH IT."
07340 PRINT ""
07350 PRINT "LOOK AT THE SENTENCE AS THOUGH ITS ORDER WERE REVERSED,"
07360 PRINT "AND IT BEGAN WITH 'I'."
07370 PRINT
07380 PRINT "IF YOU LEFT THE COMMA AFTER 'THINK',"
07390 PRINT "IT WOULD READ LIKE THIS:"
07400 PRINT
07410 PRINT "'I THINK, THAT YOU CAN STILL' ETCETERA."
07420 PRINT
07430 PRINT "THIS CLEARLY DOESN'T LOOK RIGHT BECAUSE"
07440 PRINT "YOU ARE SEPARATING THE VERB ('THINK')."
07450 PRINT "FROM THE WORDS THAT COMPLETE IT ('THAT YOU CAN STILL . . .')."
07460 PRINT
07470 PRINT "THEREFORE, THE PROBLEM WITH THIS SENTENCE IS THAT IT HAS"
07480 PRINT "ONE EXTRA COMMA--AFTER 'THINK' AND IT SHOULD BE REMOVED."
07482 GOSUB 80000
07490 GOTO 8000
07500 PRINT "RIGHT."
07502 LET H=1
07504 IF H1=1 GOTO 7782
07510 PRINT "YOU NEED THE COMMA AFTER 'CAR' BECAUSE"
07520 PRINT "IT SHOWS THE READER WHAT IS THE INTRODUCTORY PART"
07530 PRINT "OF THE SENTENCE"
07540 PRINT "('ALTHOUGH YOU HAVE ALREADY PAID FOR THE CAR')."
07550 PRINT
07560 PRINT
07570 PRINT "BUT THE COMMA AFTER 'THINK' BREAKS UP THE SENTENCE."
07580 PRINT "IT SEPARATES THE VERB (THINK) FROM THE WORDS"
07590 PRINT "THAT COMPLETE IT."
07600 PRINT
07610 PRINT "THEREFORE, THE PROBLEM WITH THE SENTENCE IS THAT IT HAS TOO MANY"
07620 PRINT "COMMAS, AND ONE SHOULD BE REMOVED."
07622 GOSUB 80000
07630 GOTO 8000
07700 GOTO 7180
07708 PRINT "SORRY THAT'S NOT CORRECT."
07709 PRINT
07710 PRINT "TYPE 'ADD' IF YOU THINK THE SENTENCE NEEDS ANOTHER COMMA,"
07720 PRINT "AND TYPE 'REMOVE' IF YOU THINK ONE SHOULD BE REMOVED."
07730 PRINT
07732 LET H1=1
07740 PRINT
07750 PRINT
07760 INPUT #3$
07770 IF #3$="ADD" THEN 7100
07780 IF #3$="REMOVE" THEN 7180
07782 IF H1=1 THEN 7786
07784 GOTO 7510
07786 LET H=0

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07788 GOTO 7510
07790 REM END OF D&P.C1
07792 REM *START OF C2---UNNECESSARY COMMA BETWEEN COORDINATES
08000 PRINT
08010 PRINT
08020 PRINT "LET'S LOOK AT ANOTHER PLACE WHERE WRITERS"
08030 PRINT "SOMETIMES ADD UNNECESSARY COMMAS."
08040 PRINT
08042 REM CONCEPT 2, QUESTION 1 (I)
08044 REM QUESTION 61
08050 PRINT
08060 PRINT "WHICH OF THESE TWO SENTENCES IS CORRECT---'1' OR '2'?"
08070 PRINT
08080 PRINT
08090 PRINT "1) MY VISIT TO NEW YORK WILL INCLUDE TOURS OF"
08100 PRINT "LINCOLN CENTER, AND THE WORLD TRADE CENTER."
08110 PRINT
08120 PRINT "2) HE SPOKE TO THE CHILD'S MOTHER AND TO ITS FATHER WITH LITTLE SUCCESS."
08130 PRINT
08140 PRINT
08150 PRINT
08160 INPUT I$
08170 IF I$="1" THEN 8300
08180 IF I$="2" THEN 8500
08190 PRINT N9$
08200 GOTO 8060
8300 PRINT "NO."
08302 LET I=0
08310 PRINT "'LINCOLN CENTER' AND 'THE WORLD TRADE CENTER' ARE"
08320 PRINT "EQUAL IN IMPORTANCE. THEY WORK AS A UNIT."
08330 PRINT
08332 PRINT "*****"
08340 PRINT "ANY TIME YOU FIND A PAIR OF WORDS(OR PHRASES OR"
08350 PRINT "OR SUBORDINATE CLAUSES) THAT ARE JOINED BY A CONJUNCTION"
08360 PRINT "AND ARE OF EQUAL IMPORTANCE."
08370 PRINT "YOU SHOULD NOT SEPARATE THEM WITH A COMMA."
08380 PRINT
08382 PRINT "*****"
08390 PRINT
08392 GOSUB 80000
08400 PRINT "THIS IS THE CASE IN SENTENCE NUMBER 2:"
08410 PRINT
08420 PRINT "'MOTHER' AND 'FATHER' ARE OF EQUAL IMPORTANCE",
08430 PRINT "AND ARE JOINED BY A CONJUNCTION ('AND')."
08440 PRINT
08450 PRINT "THEREFORE, THEY ARE NOT SEPARATED BY A COMMA."
08460 REM THE STUDENT IS BRANCHED FORWARD TO A FULLER EXPLANATION.
08470 GOTO 8600
8500 PRINT "RIGHT."
08502 LET I=1
08510 PRINT "'MOTHER' AND 'FATHER' ARE OF EQUAL IMPORTANCE AND ARE JOINED BY"
08520 PRINT "THE CONJUNCTION 'AND'."
08530 PRINT
08540 PRINT "ANY TIME THINGS OF EQUAL IMPORTANCE ARE PAIRED"
08550 PRINT "(AND THEY CAN BE WORDS, SUBORDINATE CLAUSES, OR PHRASES),"
08560 PRINT "THEY ARE NOT SEPARATED BY A COMMA."

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08600 PRINT
08610 PRINT
08620 PRINT "THE REASON FOR THIS IS THAT THE CONJUNCTION"
08630 PRINT "HAS ALREADY JOINED THEM: "
08640 PRINT "THE COMMA WOULD THEN SEPARATE SOMETHING"
08650 PRINT "WHICH HAS BEEN MADE INTO A SINGLE UNIT."
08660 PRINT
08670 PRINT "THERE DOESN'T SEEM MUCH USE IN FIRST JOINING TWO THINGS"
08680 PRINT "WITH A CONJUNCTION, ONLY TO"
08690 PRINT "SEPARATE THEM WITH A COMMA."
8692 GOSUB 80000
08700 PRINT
08710 PRINT "LET'S TRY A FEW EXAMPLES:"
08720 PRINT
08722 REM CONCEPT 2,Q2(J)
08724 REM QUESTION 62
08730 PRINT "HER CHOICE WAS TO FACE THE ISSUE DIRECTLY,"
08740 PRINT "OR TO AVOID IT ENTIRELY."
08750 PRINT
08760 PRINT
8770 PRINT T1$
08780 PRINT T2$
08790 PRINT T3$
08800 PRINT
08810 PRINT
08820 PRINT
08830 INPUT J$
08840 IF J$="1" THEN 8900
08850 IF J$="2" THEN 9100
08860 IF J$="3" THEN 9300
08862 PRINT N9$
08864 GOTO 8730
08870 PRINT "IT SEEMS SILLY FIRST TO JOIN"
08880 PRINT "THINGS WITH A CONJUNCTION AND THEN"
08890 PRINT "TO SEPARATE THEM WITH A COMMA."
8900 PRINT "AFTER WHICH WORD?"
08910 PRINT
08920 PRINT
08930 INPUT J1$
8940 PRINT "NO."
08942 LET J1=1
08960 PRINT "ASK YOURSELF WHICH TWO GROUPS OF WORDS"
08970 PRINT "JOINED BY A CONJUNCTION FORM TWO UNITS"
08980 PRINT "OF EQUAL IMPORTANCE IN THIS SENTENCE."
08990 PRINT
09000 PRINT "TRY AGAIN."
09010 PRINT T2$
09020 PRINT T3$
9030 PRINT
09040 INPUT J2$
09050 IF J2$="2" THEN 9060
09052 IF J2$="3" THEN 9080
09054 PRINT N9$
09056 GOTO 9010
09060 PRINT "RIGHT."
09062 PRINT "THE COMMA AFTER 'DIRECTLY' SEPARATES TWO EQUAL UNITS"

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09064 PRINT "THAT HAVE ALREADY BEEN JOINED BY A CONJUNCTION."

09065 PRINT

09068 PRINT "THESE UNITS ARE:

09070 PRINT "'TO FACE THE ISSUE DIRECTLY' AND"

09072 PRINT "'TO AVOID IT ENTIRELY'."

09074 PRINT "THE CONJUNCTION IS 'OR'."

09076 REM THE STUDENT IS BRANCHED TO THE NEXT QUESTION

09078 PRINT "THE COMMA IS UNNECESSARY HERE AND SHOULD BE REMOVED."

9079 GOTO 9500

09080 PRINT "SORRY, STILL NOT CORRECT."

9082 PRINT "THERE IS AN EXTRA COMMA HERE."

09084 GOTO 9062

09100 PRINT "RIGHT."

09102 LET J=1

09104 GOTO 9472

09110 GOTO 9062

09300 PRINT "NO."

09302 LET J1=1

09310 PRINT "THE SENTENCE IS WRONG AS IT IS WRITTEN."

09320 PRINT "TRY AGAIN."

09330 PRINT T1\$

9340 PRINT T2\$

9350 PRINT

09360 PRINT

09370 INPUT J4\$

09380 IF J4\$="1" THEN 9400

09382 IF J4\$="2" THEN 9100

09390 PRINT N9\$

09392 GOTO 9330

09400 PRINT "AFTER WHICH WORD?"

09402 PRINT

09404 INPUT J5\$

09405 PRINT "NO."

9408 REM THE STUDENT IS LOOPEO BACK TO THE CORRECT EXPLANATION

09410 GOTO 9082

09450 PRINT "RIGHT."

09460 GOTO 9062

09472 IF J1=1 THEN 9476

09474 GOTO 9110

09476 LET J=0

09478 GOTO 9110

9500 PRINT

09510 PRINT

09512 GOSUB 80000

09520 PRINT "LET'S TRY ONE MORE."

09522 REM CONCEPT 2, QUESTION 3 (K)

09524 REM QUESTION 63

09530 PRINT

09540 PRINT

09550 PRINT "THE DARK STRANGER LOOKED AT HER AND LOOKED HARD."

09560 PRINT

09570 PRINT

09580 PRINT T1\$

09600 PRINT T3\$

09610 PRINT

09620 PRINT

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09630 INPUT K$
09640 IF K$="1" THEN 9700
09650 IF K$="2" THEN 9900
09660 IF K$="3" THEN 10100
09670 PRINT N9$
09680 GOTO 9550
09700 PRINT "AFTER WHICH WORD?"
09710 PRINT
09720 INPUT K1$.
09730 IF K1$="HER" THEN 9760
09750 PRINT "A COMMA ANYWHERE IN THIS SENTENCE WOULD BREAK IT UP."
09752 PRINT
09760 PRINT "'HER' IS THE ONLY PLACE IN THE SENTENCE"
09770 PRINT "WHERE YOU MIGHT PAUSE TO ADD EMPHASIS."
09772 PRINT
09780 PRINT "BUT YOU WOULDN'T DO THIS WITH A COMMA."
09790 PRINT "A DASH WOULD BE MORE EFFECTIVE:"
09792 PRINT
09800 PRINT "THE STRANGER LOOKED AT HER--AND LOOKED HARD."
09810 PRINT
09820 PRINT "A COMMA WOULD BE WRONG BECAUSE ITS FUNCTION IS TO SEPARATE."
09830 PRINT "AND 'THE STRANGER LOOKED AT HER'"
09832 PRINT "AND 'LOOKED HARD'"
09840 PRINT "HAVE ALREADY BEEN JOINED BY A CONJUNCTION."
09850 PRINT
09860 PRINT "IT IS JUST AS INCORRECT TO PUT A COMMA HERE AS IT WOULD BE"
09870 PRINT "IN SOMETHING LIKE THIS:"
09880 PRINT "HE WAS BLACK, AND BLUE ALL OVER."
09890 GOTO 10500
09900 PRINT "THERE AREN'T ANY COMMAS--TRY AGAIN."
09910 GOTO 9550
10100 PRINT "RIGHT."
10102 LET K=1
10110 PRINT "THERE IS NO NEED FOR ANY EXTRA PUNCTUATION WHATSOEVER."
10120 REM THE STUDENT IS BRANCHED BACK TO THE COMPLETE EXPLANATION.
10130 GOTO 9750
10500 GOSUB 40000
11000 REM DECISION FRAME FOR C2
11010 IF I+J+K+Q1=4 THEN 20000
11020 PRINT "LET'S TRY A FEW EXTRA PRACTICE QUESTIONS."
11030 PRINT
11040 PRINT
11045 REM QUESTION 65
11050 PRINT "WHEN I GET TO TORONTO, I'M GOING TO VISIT"
11060 PRINT "THE ROYAL ONTARIO MUSEUM, AND THE NEW CN TOWER."
11070 PRINT
11080 PRINT
11090 PRINT "TYPE '1' IF YOU WOULD REMOVE THE COMMA AFTER 'TORONTO':"
11100 PRINT "TYPE '2' IF YOU WOULD REMOVE THE COMMA AFTER 'MUSEUM':"
11110 PRINT "TYPE '3' IF YOU WOULD ADD A COMMA ANYWHERE:"
11120 PRINT "TYPE '4' IF YOU WOULD MAKE NO CHANGES AT ALL:"
11130 PRINT
11140 PRINT
11150 INPUT P1$
11160 IF P1$="2" THEN 11290
11170 PRINT "NO, YOU SHOULD REMOVE THE COMMA"

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11180 PRINT "AFTER 'MUSEUM'."
11190 LET P1=0
11200 PRINT "'MUSEUM' AND 'TV TOWER' ARE COORDINATE--"
11210 PRINT "THAT IS, THEY ARE OF EQUAL IMPORTANCE."
11220 PRINT
11230 PRINT "SINCE THEY ARE JOINED BY A CONJUNCTION,"
11240 PRINT "IT DOES NOT MAKE SENSE TO SEPARATE THEM WITH A COMMA."
11250 PRINT
11260 PRINT
11270 GOTO 11400
11290 PRINT "RIGHT."
11300 LET P1=1
11310 GOTO 11200
11400 PRINT
11410 PRINT "HERE'S ANOTHER:"
11415 REM QUESTION 66
11420 PRINT
11430 PRINT "I DECIDED EITHER TO TALK TO BOB ABOUT MY PROBLEM,"
11440 PRINT "OR TO FORGET THE MATTER ENTIRELY."
11450 PRINT
11460 PRINT
11470 PRINT "TYPE '1' IF YOU WOULD REMOVE THE COMMA IN THIS SENTENCE;"
11480 PRINT "TYPE '2' IF YOU WOULD ADD ANOTHER COMMA ANYWHERE;"
11490 PRINT "TYPE '3' IF YOU WOULD MAKE NO CHANGES AT ALL;"
11500 PRINT
11510 PRINT
11520 PRINT
11530 INPUT P2$
11540 IF P2$="1" THEN 11700
11550 PRINT "NO, YOU SHOULD REMOVE THE COMMA AFTER 'PROBLEM'."
11560 PRINT
11570 LET P2=0
11580 PRINT "TO TALK TO BOB AND TO FORGET THE MATTER ENTIRELY."
11590 PRINT "ARE COORDINATE IDEAS--THEY ARE OF EQUAL IMPORTANCE."
11600 PRINT
11610 PRINT "SINCE THEY HAVE BEEN JOINED BY THE CONJUNCTION,"
11620 PRINT "IT MAKES NO SENSE TO ADD A COMMA TO SEPARATE THEM."
11630 PRINT
11640 PRINT
11650 GOTO 11800
11700 PRINT "RIGHT."
11710 LET P2=1
11720 GOTO 11580
11800 PRINT
11810 PRINT
11820 PRINT "HERE'S A THIRD PRACTICE QUESTION:"
11825 REM QUESTION 67
11830 PRINT
11840 PRINT "TO SEE HOW TO DO THE JOB PROPERLY, JUST WATCH ME AND WATCH CLOSELY."
11850 PRINT
11860 PRINT
11870 PRINT "TYPE '1' IF YOU WOULD REMOVE THE COMMA;"
11880 PRINT "TYPE '2' IF YOU WOULD ADD A COMMA SOMEWHERE;"
11890 PRINT "TYPE '3' IF YOU WOULD MAKE NO CHANGES AT ALL."
11900 PRINT
11910 PRINT

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11920 INPUT P3$
11930 IF P3$="3" THEN 12100
11940 PRINT"NO, THE SENTENCE IS PERFECTLY ALL RIGHT AS IT STANDS."
11950 PRINT
11960 LET P3=0
11970 PRINT"'WATCH ME' AND 'WATCH CLOSELY' ARE COORDINATES;"
11980 PRINT"THEY ARE OF EQUAL IMPORTANCE TO THIS SENTENCE."
11990 PRINT
12000 PRINT"THEY HAVE ALREADY BEEN JOINED BY A CONJUNCTION;"
12010 PRINT"THERE IS NO REASON TO SEPARATE THEM WITH A COMMA."
12020 PRINT
12030 PRINT"THE COMMA AFTER 'PROPERLY' IS CORRECT"
12040 PRINT"BECAUSE IT SEPARATES THE INTRODUCTORY PART OF THE SENTENCE"
12050 PRINT "FROM THE MAIN PART."
12060 PRINT
12070 PRINT
12080 GOTO 12200
12100 PRINT"RIGHT."
12110 LET P3=1
12120 GOTO 11970
12200 REM END OF D&P,C2 (VARIABLES P1,P2,P3)
12202 LET P=P1+P2+P3
12204 PRINT"P EQUALS"P
20003 REM THIS IS THE CT FOR VOCOM
20010 LET W$="INCORRECT"
20020 LET R$="CORRECT"
20040 PRINT "LET'S TRY A FEW QUESTIONS TO SEE IF YOU ARE READY TO GO ON."
20050 PRINT
20060 PRINT"YOU WILL BE ASKED TEN QUESTIONS IN WHICH YOU MUST DECIDE"
20070 PRINT "WHETHER OR NOT THE COMMAS IN THEM ARE NECESSARY."
20080 PRINT
20090 PRINT
20110 PRINT
20120 PRINT
20130 PRINT "1)"
20140 PRINT "WHATEVER LAWS A SOCIETY MAY PASS FOR THE BENEFIT OF ALL ITS CITIZENS,"
20150 PRINT "SHOULD BE OBEYED."
20160 LET T1$="TYPE '1' IF YOU WOULD ADD ANY COMMAS TO THIS SENTENCE."
20170 LET T2$="TYPE '2' IF WOULD REMOVE ANY COMMAS FROM THIS SENTENCE."
20180 LET T3$="TYPE '3' IF YOU WOULD NOT MAKE ANY CHANGES TO THIS SENTENCE."
20190 PRINT T1$
20200 PRINT T2$
20210 PRINT T3$
20220 PRINT
20230 PRINT
20240 PRINT
20250 INPUT A$
20260 IF A$="1" THEN 20320
20270 IF A$="2" THEN 20370
20280 IF A$="3" THEN 20400
20290 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE TRY AGAIN."
20300 PRINT N9$
20310 GOTO 20140
20320 LET W$="INCORRECT"
20330 LET R$="CORRECT"
20340 PRINT W$

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20350 LET T1=0
20360 GOTO 20430
20370 PRINT R$
20380 LET T1=1
20390 GOTO 20430
20400 PRINT W$
20410 LET T1=0
20420 GOTO 20430
20430 PRINT
20440 PRINT
20450 PRINT "2)"
20460 PRINT "IT REALLY SEEMS TO ME, THAT YOU ARE MAKING A MISTAKE IN YOUR DECISION."
20470 PRINT
20480 PRINT
20490 PRINT
20500 PRINT T1$
20510 PRINT T2$
20520 PRINT T3$
20530 PRINT
20540 PRINT
20550 INPUT B$
20560 IF B$="1" THEN 20610
20570 IF B$="2" THEN 20640
20580 IF B$="3" THEN 20670
20590 PRINT N$
20600 GOTO 20460
20610 PRINT W$
20620 LET T2=0
20630 GOTO 20700
20640 PRINT R$
20650 LET T2=1
20660 GOTO 20700
20670 PRINT W$
20680 LET T2=0
20690 GOTO 20700
20700 PRINT
20710 PRINT
20720 PRINT "3)"
20730 PRINT "MY BEST FRIEND, WHO JUST GRADUATED LAST MONTH,"
20732 PRINT "HAS FOUND A JOB ALREADY."
20740 PRINT
20750 PRINT
20760 PRINT T1$
20770 PRINT T2$
20780 PRINT T3$
20790 PRINT
20800 PRINT
20810 PRINT
20820 INPUT C$
20830 IF C$="1" THEN 20880
20840 IF C$="2" THEN 20910
20850 IF C$="3" THEN 20940
20860 PRINT N$
20870 GOTO 20730
20880 PRINT W$
20890 LET T3=0

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20900 GOTO 20970
20910 PRINT W$
20920 LET T3=0
20930 GOTO 20970
20940 PRINT R$
20950 LET T3=1
20960 GOTO 20970
20970 PRINT
20980 PRINT
20990 PRINT "(4)"
21000 PRINT "I WANTED TO VISIT THE ROCKIES IN THE FALL, AND THE WEST COAST"
21010 PRINT "IN THE SUMMER."
21020 PRINT
21030 PRINT
21040 PRINT T1$
21050 PRINT T2$
21060 PRINT T3$
21070 PRINT
21080 PRINT
21090 PRINT
21100 INPUT D$
21110 IF D$="1" THEN 21140
21120 IF D$="2" THEN 21170
21130 IF D$="3" THEN 21200
21140 PRINT W$
21150 LET T4=0
21160 GOTO 21230
21170 PRINT R$
21180 LET T4=1
21190 GOTO 21230
21200 PRINT W$
21210 LET T4=0
21220 GOTO 21230
21230 PRINT
21240 PRINT
21250 PRINT
21260 PRINT "(5)"
21270 PRINT "THAT THE RESULTS OF THE ELECTION LAST WEEK WERE SO CLEAR,"
21280 PRINT "MEANS THAT THE VOTERS WERE NOT FOOLED BY PHONEY ISSUES."
21290 PRINT
21300 PRINT
21310 PRINT T1$
21320 PRINT T2$
21330 PRINT T3$
21340 PRINT
21350 PRINT
21360 PRINT
21370 INPUT E$
21380 IF E$="1" THEN 21430
21390 IF E$="2" THEN 21460
21400 IF E$="3" THEN 21490
21410 PRINT N9$
21420 GOTO 21270
21430 PRINT W$
21440 LET T5=0
21450 GOTO 21520

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21460 PRINT R$
21470 LET T5=1
21480 GOTO 21520
21490 PRINT W$
21500 LET T5=0
21520 PRINT
21530 PRINT
21532 LET R$="CORRECT"
21534 LET W$="INCORRECT"
21540 REM AFIVE ADDITIONAL QUESTIONS FOR NOCOM'S CT
21550 PRINT"6)"
21560 PRINT"EVEN BEFORE THE BAND HAD FINISHED, "
21570 PRINT"THE CROWD WAS DEMANDING MORE, AND MORE."
21580 PRINT
21590 PRINT
21600 PRINT"TYPE '1' IF YOU WOULD REMOVE THE COMMA AFTER 'FINISHED';"
21610 PRINT "TYPE '2' IF YOU WOULD REMOVE THE COMMA AFTER 'MORE';"
21620 PRINT "TYPE '3' IF YOU WOULD ADD A COMMA ANYWHERE IN THIS SENTENCE;"
21630 PRINT "TYPE '4' IF YOU WOULD NOT MAKE ANY CHANGES AT ALL."
21640 PRINT
21650 PRINT
21660 INPUT T6$
21670 IF T6$="2" THEN 21720
21680 PRINT W$
21690 LET T6=0
21700 GOTO 21760
21720 PRINT R$
21730 LET T6=1
21760 PRINT
21770 PRINT
21780 PRINT "7)"
21790 PRINT"A DAY WITHOUT GOOD FRESH ORANGE JUICE FROM FLORIDA,"
21800 PRINT"IS LIKE A DAY WITHOUT ANITA BRYANT."
21810 PRINT
21820 PRINT
21830 PRINT"TYPE '1' IF YOU WOULD REMOVE THE COMMA ;"
21840 PRINT"TYPE '2' IF YOU WOULD ADD A COMMA ANYWHERE;"
21850 PRINT"TYPE '3' IF YOU WOULD MAKE NO CHANGES."
21860 PRINT
21870 PRINT
21880 INPUT T7$
21890 IF T7$="1" THEN 21940
21900 PRINT W$
21910 LET T7=0
21920 GOTO 22000
21930 PRINT
21940 PRINT R$
21950 LET T7=1
22000 PRINT
22010 PRINT
22020 PRINT"8)"
22030 PRINT"I WONDER IF HE CAN RUN AS FAST,"
22040 PRINT"AS SPEEDY THOMPSON, THE WORLD'S"
22050 PRINT"TWENTY-SECOND FASTEST HUMAN."
22060 PRINT
22070 PRINT

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22080 PRINT"TYPE '1' IF YOU WOULD REMOVE THE COMMA AFTER 'FAST';"
22090 PRINT"TYPE '2' IF YOU WOULD REMOVE THE COMMA AFTER 'THOMPSON';"
22100 PRINT"TYPE '3' IF YOU WOULD ADD A COMMA ANYWHERE IN THIS SENTENCE;"
22110 PRINT"TYPE '4' IF YOU WOULD MAKE NO CHANGES AT ALL."
22120 PRINT
22130 PRINT
22140 INPUT T8$
22150 IF T8$="1" THEN 22200
22160 PRINT W$
22170 LET T8=0
22180 GOTO 22250
22200 PRINT R$
22210 LET T8=1
22250 PRINT
22260 PRINT
22270 PRINT"9)"
22280 PRINT"WE ALL UNDERSTOOD VERY WELL, THAT HE WAS NOT TO BLAME FOR THE ACCIDENT."
22290 PRINT
22300 PRINT
22310 PRINT"TYPE '1' IF YOU WOULD REMOVE THE COMMA FROM THIS SENTENCE;"
22320 PRINT"TYPE '2' IF YOU WOULD ADD ANOTHER COMMA ANYWHERE;"
22330 PRINT"TYPE '3' IF YOU WOULD MAKE NO CHANGES AT ALL."
22340 PRINT
22350 PRINT
22360 INPUT T9$
22370 IF T9$="1" THEN 22420
22380 PRINT W$
22390 LET T9=0
22400 GOTO 22450
22420 PRINT R$
22430 LET T9=1
22450 PRINT
22460 PRINT
22470 PRINT"10)"
22480 PRINT"HE COULD, IF HE WISHED, GO TO NEW YORK WITH"
22490 PRINT"HIS FAMILY OR GO TO BOSTON WITH HIS FRIENDS."
22500 PRINT
22510 PRINT
22520 PRINT"TYPE '1' IF YOU WOULD REMOVE THE COMMA AFTER 'COULD';"
22530 PRINT"TYPE '2' IF YOU WOULD REMOVE THE COMMA AFTER 'WISHED';"
22540 PRINT"TYPE '3' IF YOU WOULD ADD A COMMA ANYWHERE;"
22550 PRINT"TYPE '4' IF YOU WOULD MAKE NO CHANGES."
22560 PRINT
22570 PRINT
22580 INPUT U1$
22590 IF U1$="4" THEN 22640
22600 PRINT W$
22610 LET U1=0
22620 GOTO 22700
22640 PRINT R$
22650 LET U1=1
22660 PRINT
22700 PRINT
22710 LET T=T1+T2+T3+T4+T5+T6+T7+T8+T9+U1
22720 LET T$="YOUR SCORE FOR THIS QUIZ(OUT OF TEN)IS"
22730 PRINT T$.I

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22750 PRINT"THIS IS THE END OF THE LESSON ON WHEN NOT TO USE A COMMA."
22800 GOTO 90000
40000 REM ADDITIONAL QUESTIONS FOR VOCB
40002 REM THIS QUESTIONS ACCESSED AT 10500
40004 REM EXTRA QUESTION ON UNNECESSARY COMMA BETWEEN COORDINATES
40005 REM QUESTION 64
40010 PRINT
40020 PRINT
40030 PRINT"LET'S TRY THIS ONE:"
40040 PRINT
40050 PRINT
40060 PRINT "AFTER A FEW MINUTES, THE CAR BEGAN TO GO FASTER, AND FASTER."
40070 PRINT
40080 PRINT"TYPE '1' IF YOU WOULD REMOVE A COMMA FROM THIS SENTENCE."
40090 PRINT "TYPE '2' IF YOU WOULD ADD A COMMA ANYWHERE."
40100 PRINT"TYPE '3' IF YOU WOULD MAKE NO CHANGES AT ALL."
40110 PRINT
40120 PRINT
40130 INPUT Q1$
40140 IF Q1$="1" THEN 40190
40150 IF Q1$="2" THEN 40550
40160 IF Q1$="3" THEN 40720
40170 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40180 GOTO 40060
40190 PRINT "AFTER WHICH WORD?"
40200 PRINT
40210 PRINT
40220 INPUT Q9$
40230 IF Q9$="FASTER" THEN 40280
40240 IF Q9$="MINUTES" THEN 40420
40250 PRINT"THERE ARE ONLY TWO POSSIBILITIES--'FASTER' OR 'MINUTES'."
40260 PRINT"TRY AGAIN."
40270 GOTO 40190
40280 PRINT"RIGHT."
40290 LET Q1=1
40300 PRINT"'FASTER AND FASTER' IS A SINGLE UNIT"
40310 PRINT"WHICH SHOULD NOT BE BROKEN UP."
40320 PRINT
40330 PRINT "THE WORD 'AND' DOES NOT"
40340 PRINT"AUTOMATICALLY MEAN THAT A COMMA"
40350 PRINT"MUST BE PUT IN."
40360 PRINT
40370 PRINT"ITS PURPOSE HERE IS TO JOIN"
40380 PRINT"THO THINGS--'FASTER' AND 'FASTER'--"
40390 PRINT"WHICH ARE OF EQUAL IMPORTANCE TO"
40400 PRINT"THE WHOLE UNIT THEY MAKE UP."
40410 GOTO 41000
40420 PRINT"NO, THE COMMA SHOULD BE REMOVED AFTER 'FASTER'."
40430 LET Q1=0
40440 PRINT"THE COMMA AFTER 'MINUTES' IS QUITE CORRECT BECAUSE"
40450 PRINT"IT SEPARATES THE INTRODUCTORY ELEMENT"
40460 PRINT "('AFTER A FEW MINUTES')."
40470 PRINT"FROM THE REST OF THE SENTENCE."
40480 PRINT
40490 PRINT"HOWEVER, THE COMMA AFTER 'FASTER'"
40500 PRINT"IS WRONG--IT SEPARATES WHAT HAS BEEN"

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40510 PRINT"ALREADY JOINED BY THE WORD 'AND'."
40520 PRINT
40530 PRINT"WHY BREAK UP WHAT HAS BEEN PUT TOGETHER?"
40540 GOTO 40330
40550 PRINT"NO--THERE IS NO NEED TO PUT A COMMA"
40560 PRINT"ANYWHERE IN THIS SENTENCE."
40570 LET Q1=J
40580 PRINT
40590 PRINT"TO DO SO WOULD BE TO BREAK UP"
40600 PRINT "COMPLETE LOGICAL UNITS."
40610 PRINT
40620 PRINT"YOU MAY BE TRYING TO PUNCTUATE BY EAR"
40630 PRINT"--THAT IS,"
40640 PRINT"PUTTING IN A COMMA WHERE YOU MIGHT PAUSE"
40650 PRINT "WHEN SPEAKING--"
40660 PRINT"BUT THIS DOESN'T WORK IN WRITING."
40670 PRINT
40680 PRINT "IN FACT, THERE IS AN EXTRA COMMA HERE."
40690 PRINT
40700 PRINT"LOOK AT THE SENTENCE AGAIN. AND ASK YOURSELF"
40710 GOTO 40830
40720 PRINT"NO, SOME CHANGES DO HAVE TO BE MADE TO THE SENTENCE."
40730 PRINT
40740 LET Q1=0
40750 PRINT"TYPE '1' IF YOU WOULD REMOVE A COMMA ANYWHERE."
40760 PRINT"TYPE '2' IF YOU WOULD ADD A COMMA ANYWHERE."
40770 PRINT
40780 INPUT Q9$
40790 IF Q9$="1" THEN 40830
40800 IF Q9$="2" THEN 40910
40810 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40820 GOTO 40750
40830 PRINT"AFTER WHICH WORD?"
40840 INPUT Q8$
40850 IF Q8$="FASTER" THEN 40960
40860 IF Q8$="MINUTES" THEN 40890
40870 PRINT"THERE ARE ONLY TWO POSSIBILITIES--'FASTER' AND 'MINUTES'"
40880 GOTO 40830
40890 PRINT "NO, THE COMMA AFTER 'FASTER' SHOULD BE REMOVED."
40900 GOTO 40440
40910 PRINT"NO, THE SENTENCE HAS QUITE ENOUGH COMMAS."
40920 PRINT "IN FACT, ONE SHOULD BE REMOVED."
40930 PRINT
40940 PRINT"LOOK AT THE SENTENCE AGAIN. AND ASK YOURSELF"
40950 GOTO 40830
40960 PRINT "RIGHT."
40970 GOTO 40300
40980 PRINT"NO, THE COMMA AFTER 'FASTER' SHOULD BE REMOVED."
40990 GOTO 40440
40995 REM PROGRAM RETURNS TO L.11000
41000 RETURN
41002 REM FOLLOWING 2 QUESTIONS ACCESSED BY GOSUB AT 2690
41010 REM NOCOM2
41020 REM THIS QUESTION BASED ON NUMBER 53 ON SHEET A
41025 REM QUESTION 55
41030 PRINT

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41040 PRINT
41050 PRINT "LOOK AT THE FOLLOWING SENTENCE:"
41060 PRINT
41070 PRINT "A GOOD MEAL IN AN EXPENSIVE RESTAURANT, IS HARD TO FIND."
41080 PRINT
41090 PRINT "TYPE '1' IF YOU WOULD REMOVE THE COMMA;"
41100 PRINT "TYPE '2' IF YOU WOULD ADD ANOTHER COMMA;"
41110 PRINT "TYPE '3' IF YOU WOULD NOT MAKE ANY CHANGES."
41120 PRINT
41130 PRINT
41140 INPUT Q2$
41150 IF Q2$="1" THEN 41200
41160 IF Q2$="2" THEN 41500
41170 IF Q2$="3" THEN 41800
41180 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
41192 PRINT
41194 GOTO 41070
41200 PRINT "RIGHT."
41210 LET Q2=1
41220 PRINT "IN A SENTENCE LIKE THIS,"
41230 PRINT "IT IS ALWAYS WRONG TO SEPARATE"
41240 PRINT "A SUBJECT FROM ITS PREDICATE."
41250 PRINT
41260 PRINT "'A GOOD MEAL' ETCETERA AND 'IS HARD TO FIND'"
41270 PRINT "ACT TOGETHER AS A SINGLE UNIT."
41280 PRINT "AND SHOULD NOT BE BROKEN UP."
41290 PRINT
41300 PRINT
41310 GOTO 41990
41500 PRINT "AFTER WHICH WORD?"
41510 LET Q2=0
41520 INPUT Q3$
41530 IF Q3$="MEAL" THEN 41600
41540 PRINT "NO, YOU ARE PUNCTUATING BY EAR ONLY."
41550 PRINT "YOU MIGHT PAUSE THERE WHEN SPEAKING ALOUD"
41560 PRINT "(PERHAPS TO SHOW EMPHASSIS)"
41570 PRINT "BUT THIS CAN'T BE DONE WITH A COMMA IN WRITING."
41580 GOTO 41700
41600 PRINT "NOT REALLY."
41610 PRINT "A COMMA AFTER 'MEAL' SAYS"
41620 PRINT "THAT 'IN AN EXPENSIVE RESTAURANT'"
41630 PRINT "IS AN NONESSENTIAL ELEMENT--THAT IS,"
41640 PRINT "IT CAN BE REMOVED FROM THE SENTENCE WITHOUT"
41650 PRINT "DESTROYING THE MEANING."
41660 PRINT
41662 PRINT "BUT IF YOU DO REMOVE IT,"
41664 PRINT "YOU END UP WITH"
41666 PRINT "'A GOOD MEAL IS HARD TO FIND'"
41668 PRINT "WHICH IS QUITE DIFFERENT FROM"
41670 PRINT "THE ORIGINAL MEANING."
41672 PRINT
41674 PRINT
41700 PRINT "IN FACT, THERE IS AN EXTRA COMMA IN THE SENTENCE"
41710 PRINT "THAT SHOULD BE REMOVED ALTOGETHER."
41720 PRINT
41730 PRINT "ONE IMPORTANT RULE OF GRAMMAR IS"

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41740 PRINT "NOT TO BREAK JP WHOLE UNITS--"
41750 PRINT "ESPECIALLY A SUBJECT AND A PREDICATE"
41760 PRINT "WORKING TOGETHER."
41770 PRINT
41780 GOTO 41220
41800 PRINT "NO, THE SENTENCE HAS AN EXTRA COMMA"
41810 PRINT "AND IT SHOULD BE REMOVED."
41820 PRINT
41830 GOTO 41730
41990 PRINT "Q2 EQUALS" Q2.
42000 REM NOCOM3
42010 REM THIS QUESTION IS BASED ON NUMBER 62 ON SHEET A
42015 REM QUESTION 56
42020 PRINT
42030 PRINT
42040 PRINT "TRY THIS:"
42050 PRINT
42060 PRINT "I KNOW THE CAR IS AS FUN TO DRIVE,"
42070 PRINT "AS THE MOST EXPENSIVE RACING CAR,"
42080 PRINT "HAVING DRIVEN IT MYSELF."
42090 PRINT
42100 PRINT
42110 PRINT "TYPE '1' IF YOU WOULD REMOVE A COMMA;"
42120 PRINT "TYPE '2' IF YOU WOULD ADD ANOTHER COMMA;"
42130 PRINT "TYPE '3' IF YOU WOULD NOT MAKE ANY CHANGES."
42140 PRINT
42150 PRINT
42160 INPUT Q3$
42170 IF Q3$="1" THEN 42240
42180 IF Q3$="2" THEN 42500
42190 IF Q3$="3" THEN 42750
42200 PRINT "YOUR ANSWER WAS NOT EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
42210 PRINT
42220 PRINT
42230 GOTO 42060
42240 PRINT "AFTER WHICH WORD?"
42250 PRINT
42260 INPUT Q9$
42270 IF Q9$="DRIVE" THEN 42320
42280 IF Q9$="CAR" THEN 42430
42290 PRINT "THERE ARE ONLY TWO POSSIBILITIES--'DRIVE' OR 'CAR'."
42300 PRINT "TRY AGAIN."
42310 GOTO 42240
42320 PRINT "RIGHT"
42330 LET Q3=1
42340 PRINT "EVERYTHING UP TO "
42350 PRINT "HAVING DRIVEN IT MYSELF."
42360 PRINT "IS A SINGLE UNIT OF THOUGHT."
42370 PRINT
42380 PRINT "IT IS WRONG TO BREAK UP"
42390 PRINT "COMPLETE, LOGICAL UNITS."
42400 PRINT
42410 PRINT
42420 GOTO 42870
42430 PRINT "NO, YOU NEED A COMMA AFTER 'CAR'"
42440 PRINT "TO SEPARATE 'HAVING DRIVEN ETCETERA'"

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42450 PRINT "FROM THE REST OF THE SENTENCE."
42460 PRINT
42470 PRINT "BUT"
42480 LET Q3=0
42490 GOTO 42340
42500 PRINT "AFTER WHICH WORD?"
42510 PRINT
42520 INPUT Q9$
42530 IF Q9$="KNOW" THEN 42780
42540 PRINT "NO, YOU ARE SIMPLY PUTTING IN A COMMA"
42550 PRINT "WHERE YOU MIGHT PAUSE WHEN SPEAKING."
42560 PRINT
42570 PRINT "BUT THIS IS JUST PUNCTUATING BY EAR,"
42580 PRINT "AND IT DOESN'T WORK IN WRITING."
42590 PRINT
42600 PRINT "IN FACT, THE SENTENCE HAS"
42610 PRINT "ONE TOO MANY COMMAS."
42620 PRINT
42630 PRINT "LOOK AT IT AGAIN, AND ASK YOURSELF"
42640 PRINT "AFTER WHICH WORD--'CAR' OR 'DRIVE'?"
42650 LET Q3=0
42660 INPUT Q8$
42670 IF Q8$="CAR" THEN 42710
42680 IF Q8$="DRIVE" THEN 42730
42690 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
42700 GOTO 42640
42710 PRINT "RIGHT"
42720 GOTO 42340
42730 PRINT
42740 GOTO 42430
42750 PRINT "NO, THERE IS AN EXTRA COMMA."
42760 PRINT
42770 GOTO 42630
42780 PRINT "IT IS POSSIBLE TO PAUSE AFTER 'KNOW'"
42790 PRINT "TO SHOW THAT THE SPEAKER IS TALKING TO"
42800 PRINT "SOMEONE ELSE AND SEEMS TO BE EXPRESSING"
42810 PRINT "HIS AGREEMENT ABOUT THE CAR."
42820 PRINT
42830 PRINT "BUT THERE IS STILL A PROBLEM"
42840 PRINT "BECAUSE THE SENTENCE HAS AN EXTRA COMMA."
42850 PRINT
42860 GOTO 42630
42870 PRINT "Q3 EQUALS" Q3
43000 RETURN
43005 REM PROGRAM RETURNS TO 2692
80000 LET P9$="TO START AGAIN, TYPE '1' AND THE 'RETURN' KEY."
80010 PRINT
80020 PRINT
80030 PRINT P9$
80040 PRINT
80050 PRINT
80070 INPUT P8$
80080 IF P8$="1" THEN 80090
80090 PRINT
80100 PRINT
80120 RETURN

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90000 REM CONCEPT 1 DEAL WITH EXTRA COMMAS BETWEEN SUBJECT AND VERB
90002 PRINT "PATTERN OF ANSWERS"
90004 REM THE PATTERN OF ANSWERS PROVIDES A RECORD OF
90005 REM THE STUDENT'S ANSWER FOR EACH QUESTION,
90006 REM ORGANIZED BY CONCEPT.
90010 REM VARIABLES ARE A:B:C:Q2:Q3
90012 REM D&P 1 VARIABLES ARE D:E:F:H
90020 REM CONCEPT 2 DEALS WITH COMMAS BETWEEN COORDINATES
90030 REM C2 VARIABLES ARE I:J:K:Q1
90040 REM VARIABLES ARE P1,P2,P3
90050 PRINT "C1" A:B:C:Q2:Q3
90052 PRINT "D&P1" D:E:F:H
90060 PRINT "C2" I:J:K:Q1
90070 PRINT "D&P2" P1:P2:P3
90080 REM CT IS A TEN ITEM CRITERION TEST (SEE LINE 20000)
90090 PRINT "CT" T1:T2:T3:T4:T5:T6:T7:T8:T9:U1
90100 PRINT Z9$
99999 END
```

XAPOST

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00010 REM XAPOST--CONTAINS D&P
00020 REM FINAL DRAFT--SEPT 78/LW
00022 REM COPYRIGHT 1978
00062 PRINT
00064 PRINT"*****"
00079 PRINT
00080 REM C1--QUESTIONS 68,69,70,71
00082 REM D&P1--BEGINS 1705--Q'S 72,73,74,75
00084 REM C2--BEGINS 2475--Q'S 76,77,78,79,80
00086 REM D&P2--BEGINS 3390--Q'S 81,82,83
00088 REM C3--BEGINS 4165--Q'S 84,85,86
00090 REM D&P3--BEGINS 5165--Q'S 87,88
00092 REM C4--BEGINS 5652--Q 89
00094 REM C5--BEGINS 6112--Q'S 90,91
00095 REM D&P5--BEGINS 6992--Q'S 92,93,94
00096 REM C6--BEGINS 7622--Q 95
00097 REM C7--BEGINS 8202--20 QUESTIONS
00100 REM LESSON ON THE APOSTROPHE
00110 REM VANIER COLLEGE/CONCORDIA UNIVERSITY
00112 REM WRITTEN BY A. KELLER
00114 REM ADDITIONAL MATERIAL BY ANNE BLOTT
00120 PRINT"PLEASE ENTER YOUR NAME AND ID NUMBER."
00122 PRINT
00124 INPUT Z93
00126 PRINT
00135 REM NOTE THAT A SUBROUTINE OF FOUR EXTRA QUESTIONS BEGINS AT LINE 40000
00140 PRINT"IN THIS LESSON,"
00150 PRINT "WE'LL LOOK AT THE TWO MAIN USES"
00160 PRINT "OF THE APOSTROPHE: "
00170 PRINT
00180 PRINT "1) TO SHOW WHERE LETTERS IN A WORD HAVE BEEN OMITTED;"
00190 PRINT "2) TO FORM THE PLURAL POSSESSIVES OF NOUNS AND INDEFINITE PRONOUNS."
00200 PRINT
00210 PRINT
00212 REM CONCEPT 1 DEALS WITH IT'S/ITS
00220 PRINT "IN THE FIRST CASE,"
00230 PRINT "VERY FEW WORDS CAUSE TROUBLE."
00240 PRINT
00250 PRINT "CONTRACTIONS ALL USE THE APOSTROPHE"
00260 PRINT "TO SHOW WHERE LETTERS HAVE BEEN LEFT OUT."
00270 PRINT ""
00280 PRINT "FOR EXAMPLE,"
00290 PRINT "'DON'T' IS A CONTRACTION OF 'DO NOT'"
00300 PRINT "AND THE APOSTROPHE SHOWS THAT THE SECOND 'O'"
00310 PRINT "HAS BEEN OMITTED."
00312 GOSUB 80000
00313 REM GOSUB 80000 IS A PAUSE SUBROUTINE USED AT VARIOUS POINTS
00314 REM THROUGHOUT THE LESSON TO ALLOW THE STUDENT TO PACE THE SPEED.
00315 PRINT
00320 PRINT "SIMILARLY," CONCORDIA UNIVERSITY
00330 PRINT "THE APOSTROPHE IS USED IN"

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00340 PRINT "'CAN'T' AND 'SHOULDN'T'"
00350 PRINT "AND IN MANY MORE WORDS IN PRECISELY THE SAME WAY."
00360 PRINT
00370 PRINT
00380 PRINT "BUT PEOPLE OFTEN HAVE TROUBLE"
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00390 PRINT "WHEN AN APOSTROPHE IS USED WITH THE WORD 'IT'."
00400 PRINT
00410 PRINT "MANY MISTAKES OCCUR WHEN PEOPLE"
00420 PRINT "WRITE 'IT'S' WHEN THEY MEAN 'ITS'"
00430 PRINT "AND THE OTHER WAY AROUND."
00432 PRINT
00440 PRINT
00442 PRINT "*****"
00450 PRINT "'IT'S' MEANS 'IT IS' (OR SOMETIMES 'IT HAS')."
00455 PRINT
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00458 PRINT
00460 PRINT "'IT'S' IS THE POSSESSIVE FORM OF 'IT'."
465 GOSUB 80000
00470 PRINT
00480 PRINT
00490 PRINT "IF YOU ARE EVER CONFUSED ABOUT WHICH ONE"
00500 PRINT "SHOULD BE USED IN A SENTENCE,"
00510 PRINT "TRY THIS: "
00520 PRINT
00530 PRINT "IF 'IT IS' MAKES SENSE, YOU CAN USE 'IT'S'."
00540 PRINT
00550 PRINT "OTHERWISE, USE 'ITS'."
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```
00560 PRINT
00570 PRINT
00580 PRINT "HERE IS AN EXAMPLE: "
00590 PRINT
00600 PRINT "'IT'S' STARTING TO RAIN."
00610 PRINT
00620 PRINT "THIS SENTENCE COULD JUST HAVE EASILY BEEN WRITTEN AS"
00630 PRINT "'IT IS STARTING TO RAIN',"
00640 PRINT "BUT THE WRITER CHOSE A MORE CONVERSATIONAL TONE."
00650 PRINT
00660 PRINT "BUT THE MEANING IS THE SAME IN BOTH."
00670 PRINT
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00680 PRINT
00690 PRINT "'ITS' IS THE POSSESSIVE FORM OF 'IT'."
00700 PRINT "AS IN THE FOLLOWING SENTENCE: "
00710 PRINT
00720 PRINT "THE ANIMAL LICKED ITS PAW."
00730 PRINT
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00740 PRINT "WITHOUT AN APOSTROPHE IN 'ITS', WE KNOW THAT"
00745 PRINT "THE PAW BELONGED TO THE ANIMAL."
00746 PRINT
00750 PRINT "YOU COULD NOT SAY "
00760 PRINT "THE ANIMAL LICKED IT IS PAW."
00770 PRINT
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00780 PRINT "CORRECT THE FOLLOWING: "
00790 PRINT
00795 REM QUESTION 68
00800 PRINT "{'IT'S/ITS}. CLEAR HE'S THE BEST MAN FOR THE JOB."
00810 PRINT
00820 PRINT "JUST TYPE IN THE RIGHT WORD."
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00822 LET L9$="PRESS THE 'RETURN' KEY AFTER YOU'VE TYPED YOUR ANSWER."
00826 LET L8$="IF YOU MAKE A TYPING ERROR, PRESS THE 'ESC' KEY AND START OVER."
00830 PRINT
00840 PRINT
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CONCORDIA UNIVERSITY


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00845 REM FIRST QUESTION (A) CONCEPT 1
00850 INPUT A$
00852 REM THIS ANALYSIS OF INPUT IS USED TO DIRECT THE STUDENT
00853 REM TO THE APPROPRIATE EXPLANATION FOR HIS RESPONSE.
00854 REM EACH ERROR RECEIVES AN INDIVIDUALIZED EXPLANATION.
00855 REM N$ ALLOWS FOR TYPOGRAPHICAL ERRORS WITHOUT
00856 REM PENALIZING THE STUDENT.
00860 IF A$="IT'S" THEN 00910
00870 IF A$="ITS" THEN 01000
00880 LET N$ ="YOUR ANSWER WASN'T EXPECTED. PLEASE TRY AGAIN."
00890 PRINT N$
00900 GOTO 00800
00910 PRINT "GOOD."
00920 LET A=1
00930 PRINT "THE SENTENCE COULD READ "
00940 PRINT "'IT IS CLEAR THAT HE'S THE BEST MAN FOR THE JOB.'"
00950 PRINT
00960 PRINT "'IT'S' MEANS 'IT IS'."
00970 REM A=1 WILL BE A WAY OF COUNTING THE NUMBER OF ERRORS THE STUDENT MAKES
00980 REM AS HE GOES THROUGH THE PROGRAM. 'A' REFERS TO THE FIRST QUESTION ASKED.
00990 GOTO 01050
00992 REM LINE 990 AVOIDS THE EXPLANATION OF SPECIFIC ERRORS FOR
00993 REM STUDENTS WHO WERE CORRECT AND MOVES THEM TO THE NEXT QUESTION.
01000 PRINT "SORRY, NOT CORRECT."
01010 LET A=0
01020 PRINT "'IT'S' IS THE POSSESSIVE FORM OF 'IT'."
01030 PRINT "BUT THIS SENTENCE DOESN'T SHOW THAT 'IT' POSSESSES ANYTHING."
01040 GOTO 930
01050 PRINT
01060 PRINT "CHOOSE THE RIGHT WORD IN THIS ONE: "
01070 PRINT
01080 PRINT
01085 REM SECOND QUESTION (B) CONCEPT 1
01086 REM QUESTION 69
01090 PRINT "(IT'S/ITS) REALLY TOO BAD THAT THERE IS NO ONE HERE TO HELP YOU."
01100 PRINT
01110 PRINT
01120 PRINT "JUST TYPE THE RIGHT WORD."
01130 PRINT
01140 PRINT
01150 INPUT B$
01160 IF B$="IT'S" THEN 01200
01170 IF B$="ITS" THEN 01250
01180 PRINT N$
01190 GOTO 01090
01200 PRINT "RIGHT."
01210 LET E=1
01220 PRINT "ONCE AGAIN, YOU CAN SEE THAT"
01230 PRINT "'IT IS' COULD BE SUBSTITUTED FOR 'IT'S'."
01240 GOTO 01310
01250 PRINT "NO."
01260 LET B=0
01270 PRINT "'ITS' SHOWS POSSESSION"
01280 PRINT "WHICH IS NOT THE ISSUE HERE."
01290 PRINT
01300 GOTO 01220

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01310 PRINT "LET'S TRY ONE CONCORDIA UNIVERSITY"
01315 REM THIRD QUESTION (C) CONCEPT 1

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01316 REM QUESTION 70
01320 PRINT
01330 PRINT "WITH (IT'S/ITS) ROOF IN NEED OF REPAIR, THE HOUSE ISN'T WORTH MUCH."
01340 PRINT
01350 PRINT
01360 PRINT "CHOOSE THE CORRECT WORD, AND TYPE IT ON THE TERMINAL."
01370 PRINT
01380 PRINT
01390 INPUT C$
01400 IF C$="ITS" THEN 01440
01410 IF C$="IT'S" THEN 01490
01420 PRINT N9$
01430 GOTO 01330
01440 PRINT "CORRECT."
01450 LET C=1
01460 PRINT "THE ROOF BELONGS TO THE HOUSE;"
01470 PRINT "THEREFORE, YOU SHOW POSSESSION BY USING THE WORD 'ITS'."
01472 GOSUB 80000
01475 REM STUDENT DIRECTED TO NEXT QUESTION
01480 GOTO 1610
01490 PRINT "NO."
01500 LET C=0
01510 PRINT "REMEMBER,"
01520 PRINT "YOU CAN TEST YOUR CHOICE BY SUBSTITUTING 'IT IS': "
01530 PRINT
01540 PRINT "FOR EXAMPLE, IN THIS CASE 'IT IS' INSERTED WOULD PRODUCE THIS: "
01542 PRINT
01550 PRINT "'WITH IT IS ROOF IN NEED OF REPAIR ETCETERA','"
01560 PRINT "WHICH OBVIOUSLY DOESN'T MAKE SENSE AT ALL."
01570 PRINT
01580 PRINT "THE ROOF BELONGS TO THE HOUSE;"
01590 PRINT "THEREFORE, YOU SHOW POSSESSION BY USING THE WORD 'ITS'."
01600 PRINT
01610 GOSUB 40040
01612 REM GOES TO VARIABLE L6
01613 REM THE FOLLOWING DECISION FRAME DETERMINES THE STUDENT'S MASTERY OF C1.
01614 REM IF ALL QUESTIONS ARE ANSWERED CORRECTLY, THE STUDENT PROCEEDS TO THE
01615 REM NEXT CONCEPT; IF NOT, PRACTICE QUESTIONS ARE GIVEN.
01616 REM A SIMILAR DECISION FRAME IS FOUND FOR EACH CONCEPT.
01618 REM DECISION FRAME FOR C1
01620 IF A+B+C+L6=4 THEN 2480
01622 REM 100% MASTERY OF EACH CONCEPT IS REQUIRED TO SKIP THE D&P
01630 PRINT
01640 PRINT "LET'S TRY A FEW QUICK PRACTICE QUESTIONS."
01650 PRINT
01660 PRINT "TRY TO SUBSTITUTE 'IT IS' IF YOU'RE IN DOUBT"
01670 PRINT "WHICH FORM OF THE WORD TO USE."
01680 PRINT "JUST TYPE THE CORRECT WORD FOR EACH SENTENCE."
01682 PRINT L9$
01684 PRINT L8$
01690 PRINT
01700 PRINT
01705 REM DEP, CONCEPT 1, QUESTION 1(D)
01706 REM QUESTION 72

01710 PRINT "(IT'S/ITS) MY BOOK--PLEASE GIVE IT BACK."
01720 PRINT
01730 PRINT
01740 INPUT D$
01750 IF D$="IT'S" THEN 01790
01760 IF D$="ITS" THEN 01820
01770 PRINT N9$

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01780 GOTO 01710
01790 PRINT "GOOD."
01800 LET D=1
01810 GOTO 01850
01820 PRINT "NO."
01830 LET D=0
01840 PRINT "YOU COULD HAVE USED 'IT IS' HERE."
01845 PRINT
01847 REM D&P, CONCEPT 1, QUESTION 2(E)
01848 REM QUESTION 73
01850 PRINT "THE CLUB DECIDED TO HOLD (IT'S/ITS) ANNUAL PARTY AT JOE'S HOUSE THIS YEAR."
01860 PRINT
01870 PRINT
01880 PRINT
01890 INPUT E$
01900 IF E$="ITS" THEN 01940
01910 IF E$="IT'S" THEN 01970
01920 PRINT N9$
01930 GOTO 01850
01940 PRINT "RIGHT."
01950 LET E=1
01960 GOTO 02020
01970 PRINT "NO."
01980 LET E=0
01990 PRINT "ITS' MUST BE USED BECAUSE THE PARTY BELONGS TO--"
02000 PRINT "IS THE POSSESSION OF, IF YOU WILL--"
02010 PRINT "THE CLUB."
02020 PRINT
02030 PRINT
02035 REM D&P, CONCEPT 1, QUESTION 3(F)
02036 REM QUESTION 74
02040 PRINT "(IT'S/ITS) TOO COLD FOR THE CAR TO GET (IT'S/ITS) ENGINE WARMED UP QUICKLY."
02050 PRINT
02060 PRINT
02070 PRINT "WHAT IS THE RIGHT CHOICE IN THE FIRST PART?"
02080 PRINT
02090 PRINT
02100 INPUT F$
02110 IF F$="IT'S" THEN 02150
02120 IF F$="ITS" THEN 02180
02130 PRINT N9$
02140 GOTO 02070
02150 PRINT "RIGHT."
02160 LET F=1
02170 GOTO 02210
02180 PRINT "NO."
02190 LET F=0
02200 PRINT "YOU COULD HAVE SAID 'IT IS TOO COLD ETCETERA'"
02210 PRINT

02220 PRINT "WHAT IS THE RIGHT CHOICE IN THE SECOND PART?"
02225 REM D&P, CONCEPT 1, QUESTION 4(G)
02226 REM QUESTION 75
02230 PRINT
02240 PRINT
02250 PRINT
02260 INPUT G$
02270 IF G$="ITS" THEN 02310
02280 IF G$="IT'S" THEN 02370
02290 PRINT N9$
02300 GOTO 02220
02310 PRINT "RIGHT."

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02320 LET G=1
02330 GOTO C2420
02340 PRINT "THAT SHOWS POSSESSION---"
02350 PRINT "IN THIS CASE, 'ITS'."
02360 LET G=0
02370 PRINT "NO."
02380 LET G=0
02390 PRINT "THE ENGINE BELONGS TO THE CAR; "
02400 PRINT "YOU MUST USE THE FORM OF THE WORD"
02410 PRINT "THAT SHOWS POSSESSION."
02420 REM THIS IS THE END OF THE DRILL AND PRACTICE LOOP
02425 REM G1 IS SUM OF D&P SCORES FOR CONCEPT 1
02430 LET G1=G+F+E+D
02475 REM START OF CONCEPT 2
02476 REM CONCEPT 2 DEALS WITH SIMPLE SINGULAR AND PLURAL POSSESSION
02480 PRINT "LET'S GO ON."
02490 PRINT
02500 PRINT
02510 PRINT "THE SECOND IMPORTANT USE FOR THE APOSTROPHE"
02520 PRINT "IS TO FORM THE POSSESSIVE CASE OF NOUNS."
02530 PRINT
02540 PRINT "TWO SHORT RULES PROVIDE THE BASIS FOR THIS: "
02542 PRINT
02544 PRINT "*****"
02550 PRINT
02560 PRINT "ADD--'S--TO SINGULAR NOUNS TO SHOW POSSESSION;"
02570 PRINT
02580 PRINT "ADD --'-- TO MOST PLURAL NOUNS"
02582 PRINT "TO SHOW POSSESSION."
02584 PRINT
02585 PRINT "*****"
02586 PRINT
02587 GOSUB 80000
02590 PRINT
02600 PRINT
02610 PRINT "THERE ARE ARE A FEW VARIATIONS AND SPECIAL CASES, "
02620 PRINT "BUT FOR NOW LET'S LOOK AT SOME SIMPLE EXAMPLES."
02630 PRINT
02640 PRINT ""
02650 PRINT "THE BOY'S COAT WAS BRAND NEW."
02660 PRINT
02670 PRINT
02680 PRINT "'BOY' IS SINGULAR, AND THEREFORE YOU ADD--'S--"
02690 PRINT "TO SHOW POSSESSION."
02700 PRINT
02710 PRINT
02720 PRINT "THE BOYS' LOCKER ROOM IS TO THE LEFT."
02730 PRINT
02740 PRINT
02750 PRINT "HERE, 'BOYS' IS PLURAL, AND YOU ADD"
02760 PRINT "THE APOSTROPHE TO SHOW POSSESSION."
02762 GOSUB 80000
02770 PRINT
02780 PRINT
02786 REM CONCEPT 2, QUESTION 1 (H)
02786 REM QUESTION 76
02790 PRINT "WRITE THE CORRECT FORM OF THE WORD THAT SHOWS POSSESSION"
02800 PRINT "IN THE FOLLOWING SENTENCE."
02810 PRINT
02820 PRINT "HIS FATHERS TR
02830 PRINT

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02840 INPUT H$
02850 IF H$="FATHER'S" THEN 02900
02860 IF H$="FATHERS" THEN 02940
02870 PRINT "'FATHERS' IS THE WORD IN QUESTION. TRY AGAIN."
02880 GOTO 02920
02890 PRINT
02900 PRINT "GOOD."
02910 PRINT "A SINGULAR NOUN TAKES --'S--"
02920 LET H=1
02930 GOTO 03050
02940 PRINT "NO."
02950 LET H=0
02960 PRINT "'FATHERS' IS A PLURAL NOUN--"
02970 PRINT "BUT HOW MANY FATHERS . . .?"
02980 PRINT "YOU HAVE TO ADD --'S-- TO THE SINGULAR NOUN 'FATHER!'"
02990 PRINT "WHEN YOU WANT TO SHOW THAT THE TRUCK BELONGED TO HIS FATHER."
03000 PRINT ""
03010 PRINT
03020 PRINT "USE --S'-- ONLY FOR PLURAL NOUNS"
03030 PRINT "AS IN 'MY BROTHERS' TRUCK WAS IN THE GARAGE"
03040 PRINT "WHICH SHOWS THAT MORE THAN ONE BROTHER OWNED THAT TRUCK."
03042 PRINT
03044 PRINT
03050 PRINT "LET'S DO ANOTHER."
03060 PRINT
03065 REM CONCEPT 2, QUESTION 2 (1)
03066 REM QUESTION 77
03067 PRINT
03070 PRINT "MAKE THE NECESSARY CORRECTIONS IN THE FOLLOWING SENTENCE."
03080 PRINT
03090 PRINT "IT WILL TAKE TWO DAYS WORTH OF WORK TO FIX THE ROOF."
03100 PRINT
03110 PRINT
03120 INPUT I$
03130 IF I$="DAYS" THEN 03180
03140 IF I$="DAY'S" THEN 03250
03150 PRINT "'DAYS' IS THE WORD THAT NEEDS CORRECTING."
03160 PRINT "TRY AGAIN."
03170 GOTO 03090

03180 PRINT "RIGHT."
03190 LET I=1
03200 PRINT "THERE IS MORE THAN ONE DAY INVOLVED;"
03210 PRINT "THEREFORE, YOU NEED THE PLURAL FORM OF 'DAY'."
03220 PRINT
03230 PRINT
03240 GOTO 03350
03250 PRINT "NO."
03260 LET I=0
03270 PRINT "USING --'S-- IS WRONG BECAUSE THAT'S THE FORM"
03280 PRINT "YOU WOULD USE ONLY IF THERE WERE ONE DAY INVOLVED"
03290 PRINT "IN THE WORK."
03300 PRINT
03310 PRINT "BUT YOU HAVE A PLURAL--MORE THAN ONE--"
03320 PRINT "AND, THEREFORE, MUST USE THE 'PLURAL FORM.'"
03330 PRINT
03340 PRINT "THE RIGHT ANSWER IS --DAYS'--."
03345 PRINT "(USING THE --S'-- ENDING)."
03348 REM GOSUB 40430 ACCESSES 3 EXTRA QUESTIONS
03350 GOSUB 40430
03352 REM DECISION FRAME FOR CONCORDIA UNIVERSITY
03354 IF H+I+L7+L8+L9=5 THEN 4170

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03362 REM IF ALL CORRECT, STUDENT TO CONCEPT 3
03364 REM IF <100%, TO D&P
03370 PRINT
03380 PRINT
03390 PRINT "LET'S TRY A FEW QUICK PRACTICE QUESTIONS."
03400 PRINT
03410 PRINT
03420 PRINT "MAKE THE NECESSARY CORRECTIONS IN THE FOLLOWING SENTENCES: "
03430 PRINT
03440 PRINT
03442 REM D&P, CONCEPT 2, QUESTION 1 (J1)
03444 REM QUESTION 81
03450 PRINT "IT WAS SMITHS PROPERTY, AND HE WAS PREPARED TO FIGHT FOR IT."
03460 PRINT
03470 PRINT
03480 PRINT
03490 INPUT J1$
03500 IF J1$="SMITH'S" THEN 03540
03510 IF J1$="SMITHS" THEN 03570
03520 PRINT "THE WORD THAT NEEDS CORRECTION IS 'SMITHS'. TRY AGAIN."
03530 GOTO 03450
03540 PRINT "RIGHT."
03550 LET J1=1
03560 GOTO 03620
03570 PRINT "WRONG."
03580 LET J1=0
03590 PRINT "'SMITH' IS SINGULAR."
03600 PRINT "THEREFORE, YOU NEED --'S--."
03610 PRINT
03612 REM D&P, CONCEPT 2, QUESTION 2 (J2)
03614 REM QUESTION 82
03620 PRINT "MY FAVOURITE PART OF THE CIRCUS WAS THE CLOWNS PARADE."
03630 PRINT
03640 PRINT
03650 PRINT
03660 INPUT J2$
03670 IF J2$="CLOWNS" THEN 03720
03680 IF J2$="CLOWN'S" THEN 03750
03690 PRINT "THE WORD THAT NEEDS CORRECTION HERE IS 'CLOWN'. TRY AGAIN."
03700 GOTO 03620
03710 PRINT
03720 PRINT "RIGHT."
03730 LET J2=1
03740 GOTO 03800
03750 PRINT "NO."
03760 LET J2=0
03770 PRINT "THERE MUST BE MORE THAN ONE CLOWN."
03780 PRINT "OTHERWISE IT WOULDN'T BE A PARADE;"
03790 PRINT "YOU MUST USE--S--TO SHOW PLURAL POSSESSION."
03800 PRINT
03802 REM D&P, CONCEPT 2, QUESTION 3 (J3)
03804 REM QUESTION 83
03810 PRINT "MY GIRLS BEST FEATURE IS HER BEAUTIFUL HAIR."
03820 PRINT
03830 PRINT
03840 INPUT J3$
03850 IF J3$="GIRL'S" THEN 03890
03860 IF J3$="GIRLS" THEN 03920
03870 PRINT "THE WORD THAT NEEDS CORRECTION HERE IS 'GIRLS'. TRY AGAIN."
03880 GOTO 03810
03890 PRINT "RIGHT."

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03900 LET J3=1
03910 GOTO 03970
03920 PRINT "WRONG."
03930 LET J3=0
03940 PRINT"I'M SPEAKING OF JUST ONE PERSON AND HER SINGLE BEST FEATURE."
03950 PRINT "THE SINGULAR REQUIRES --'S-- TO SHOW POSSESSION (GIRL'S);"
03960 PRINT "SAVE --S'--FOR PLURAL POSSESSION."
03970 PRINT
03980 PRINT
03990 PRINT
04132 REM END OF D&P, CONCEPT 2
04140 PRINT
04150 PRINT
04160 PRINT
04165 REM START OF CONCEPT 3
04166 REM CONCEPT 3 DEAL WITH POSSESSION OF NOUNS WHOSE PLURAL IS
04167 REM NOT FORMED BY ADDING 'S'
04170 PRINT"LET'S GO ON."
04172 PRINT
04174 PRINT"*****"
04180 PRINT"WHEN A NOUN FORMS ITS PLURAL IN SOME WAY OTHER"
04190 PRINT"THAN BY ADDING --S--, SHOW POSSESSION BY ADDING --'S--."
04210 PRINT
04230 PRINT
04232 PRINT"*****"
04234 PRINT
04240 PRINT
04250 PRINT "FOR EXAMPLE: "
04260 PRINT "'MAN' IN THE PLURAL BECOMES 'MEN'."

04270 PRINT "AND THE POSSESSIVE FORM IS 'MEN'S'."
04272 GOSUB 80000
04280 PRINT
04290 PRINT "SIMILARLY, YOU WOULD WRITE"
04300 PRINT
04310 PRINT "CHILDREN'S HOUR"
04320 PRINT "OXEN'S YOKE"
04330 PRINT "DEER'S FOREST."
04332 PRINT
04334 PRINT "REMEMBER, IF A WORD DOES NOT FORM ITS PLURAL BY ADDING"
04336 PRINT "--S-- TO ITS SINGULAR FORM,"
04338 PRINT"THEN YOU SHOW POSSESSION BY ADDING --'S-- TO IT."
04340 PRINT
04350 PRINT
04360 PRINT
04370 PRINT "MAKE THE NECESSARY CORRECTION IN THE FOLLOWING SENTENCE: "
04380 PRINT
04390 PRINT
04392 REM CONCEPT 3, QUESTION 1 (K)
04394 REM QUESTION 84
04400 PRINT "THE WOMENS MOVEMENT HAS BROUGHT ABOUT IMPORTANT CHANGES IN SOCIETY."
04410 PRINT
04420 PRINT
04430 INPUT K$
04440 IF K$="WOMEN'S" THEN 04490
04450 IF K$="WOMENS" THEN 04550
04460 PRINT "THE WORD THAT NEEDS CORRECTION IS 'WOMENS'."
04470 PRINT

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04520 PRINT
04530 PRINT "THEREFORE, ITS POSSESSIVE FORM ADDS --'S--."
04540 GOTO 04650
04550 PRINT "NO."
04560 LET K=0
04570 PRINT "REMEMBER, WHEN PLURALS END IN --S--,"
04580 PRINT "YOU ADD ONLY AN APOSTROPHE(--'--)."
04590 PRINT
04600 PRINT "IF THE PLURAL IS FORMED IN ANOTHER WAY,"
04610 PRINT "YOU SIMPLY ADD--'S--."
04620 PRINT
04630 PRINT "THE RIGHT ANSWER IS 'WOMEN'S'."
04640 GOTO 04510
04650 PRINT
04660 PRINT
04662 REM CONCEPT 3, QUESTION 2 (L)
04664 REM QUESTION 85
04670 PRINT "LET'S LOOK AT ANOTHER ONE."
04680 PRINT
04690 PRINT "MAKE THE NECESSARY CORRECTION TO THIS SENTENCE: ."
04700 PRINT
04710 PRINT
04720 PRINT "THE GEESES PEN ON THE FARM WAS EMPTY."
04730 PRINT

04740 PRINT
04750 INPUT L$
04760 IF L$="GEESE'S" THEN 04810
04770 IFL$="GEESES'" THEN 04880
04780 PRINT "THE WORD THAT NEEDS CORRECTION IS 'GEESES'."
04790 PRINT
04800 GOTO 04720
04810 PRINT "RIGHT."
04820 PRINT
04830 LET L=1
04840 PRINT "'GOOSE' IS ONE OF THE WORDS WHOSE PLURAL ISN'T"
04850 PRINT "FORMED BY JUST ADDING--S--."
04860 PRINT "THEREFORE, YOU SHOW POSSESSION BY ADDING --'S--."
04870 GOTO 04930
04880 PRINT "NO."
04890 LET L=0
04900 PRINT "THE RIGHT ANSWER IS 'GEESE'S'."
04910 GOTO 04840
04920 PRINT
04930 PRINT
04970 PRINT
04980 LET X9$="MAKE THE NECESSARY CORRECTION TO THIS SENTENCE."
04990 PRINT X9$
04992 REM C3, QUESTION 3 (M1)
04994 REM QUESTION 86
05000 PRINT "THE MICES NEST WAS DUG UP BY THE CAT."
05010 PRINT
05020 PRINT
05030 INPUT M1$
05040 IF M1$="MICE'S" THEN 05090
05050 IF M1$="MICES'" THEN 05130
05060 PRINT "THE WORD THAT NEEDS CORRECTION HERE IS 'MICES'."
05070 PRINT
05080 GOTO 05000
05090 PRINT "RIGHT."
05100 LET M1=1
05110 PRINT "'MOUSE' DOESN'T FORM ITS PLURAL SIMPLY BY ADDING AN --S--."

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05120 GOTO 05162
05130 PRINT "NO."
05140 LET M1=0
05150 PRINT "THE CORRECT ANSWER IS 'MICE'S' BECAUSE"
05160 GOTO 05110
05162 REM DECISION FRAME CONCEPT 3
05164 IF K+L+M1=3 THEN 5620
05165 REM START OF D&P (2 QUESTIONS)
05166 PRINT
05167 LET X$="MAKE THE NECESSARY CORRECTIONS TO THIS SENTENCE."
05168 PRINT "LET'S TRY A COUPLE OF EXTRA QUESTIONS."
05169 REM QUESTION 87
05170 PRINT "THE ALUMNIS SUPPORT MADE THE NEW BUILDING A REALITY."
05180 PRINT X$
05190 PRINT
05200 PRINT
05210 PRINT
05220 INPUT M2$
05230 IF M2$="ALUMNI'S" THEN 05270

05240 IF M2$="ALUMNIS" THEN 05310
05250 PRINT "THE WORD THAT NEEDS CORRECTION HERE IS 'ALUMNIS'."
05260 GOTO 05170
05270 PRINT "RIGHT."
05280 LET M2=1
05290 GOTO 05380
05300 PRINT
05310 PRINT "NO."
05320 LET M2=0
05330 PRINT "'ALUMNI' IS THE PLURAL FORM OF 'ALUMNUS'"
05340 PRINT "WHICH, AS YOU CAN SEE, DOESN'T ADD --S-- TO FORM THE PLURAL."
05350 PRINT "THE CORRECT ANSWER IS 'ALUMNI'S'."
05360 PRINT
05370 PRINT
05380 PRINT
05390 PRINT
05392 REM D&P, CONCEPT 3, QUESTION 2 (M3)
05394 REM QUESTION 88
05400 PRINT "THE CHILDRENS PROGRAM WAS FAR TOO VIOLENT."
05410 PRINT
05420 PRINT
05430 PRINT
05440 INPUT M3$
05450 IF M3$="CHILDREN'S" THEN 05490
05460 IF M3$="CHILDRENS" THEN 05520
05470 PRINT "THE WORD THAT NEEDS CORRECTION IS 'CHILDRENS'. TRY AGAIN."
05480 GOTO 05400
05490 PRINT "RIGHT."
05500 LET M3=1
05510 GOTO 05580
05520 PRINT "NO."
05530 LET M3=0
05540 PRINT "ONCE AGAIN,"
05550 PRINT "'CHILD' DOES NOT FORM ITS PLURAL BY ADDING --S--;"
05560 PRINT "THEREFORE, ITS PLURAL POSSESSIVE IS FORMED BY ADDING --'S--."
05562 GOSUB 80000
05570 GOTO 05580
05580 PRINT
05590 PRINT
05600 REM THIS IS THE END OF THE DRILL AND PRACTICE LOOP
05620 PRINT
05630 PRINT

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05640 PRINT
05650 PRINT
05652 REM START OF CONCEPT 4
05654 REM CONCEPT 4 DEALS WITH THE POSSESSIVE FORM OF NOUNS
05655 REM ENDING IN 'S'
05656 REM THERE IS NO D&P FOR C4
05660 PRINT "THERE IS SOME DISAGREEMENT ABOUT FORMING"
05670 PRINT "THE POSSESSIVE OF NOUNS ENDING IN 'S'."
05680 PRINT
05690 PRINT
05700 PRINT "SOME WRITERS SIMPLY ADD AN APOSTROPHE--"
05710 PRINT "AS IN KEATS' POETRY, DICKENS' NOVELS, OR ACTRESS' FACE."
05720 PRINT
05730 PRINT "FOR OUR PURPOSES HERE, HOWEVER,"

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05740 PRINT "IT WILL BE LESS COMPLICATED TO ADD"

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05750 PRINT "--'S--"

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05760 PRINT "AS WE HAVE BEEN DOING ALL ALONG."

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5765 GOSUB 80000

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05770 PRINT

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05780 PRINT

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05790 PRINT "THE ONLY EXCEPTION TO THIS WOULD BE"

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05810 PRINT "WHEN THE RESULT WOULD SOUND VERY AWKWARD--"

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05820 PRINT "YOU WOULD WRITE 'ULYSSES' VOYAGES, FOR EXAMPLE,"

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05830 PRINT "BECAUSE OF ALL THE 'S' SOUNDS IN THE WORD."

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05832 PRINT

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05834 PRINT

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05840 PRINT "MAKE THE NECESSARY CORRECTIONS IN THE FOLLOWING SENTENCE: "

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05845 REM QUESTION 89

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05850 PRINT

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05860 PRINT

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05870 PRINT "DICKENS DEATH LEFT MILLIONS OF READERS SADDENED."

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05880 PRINT

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05890 PRINT

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05900 INPUT N$

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05910 IF N$="DICKENS'S" THEN 05950

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05920 IF N$="DICKENS'" THEN 05990

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05930 PRINT "THE WORD THAT NEEDS CORRECTING HERE IS 'DICKENS'."

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05940 GOTO 05870

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05950 PRINT "RIGHT."

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05960 LET N=1

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05970 PRINT "'DICKENS' ENDS IN 'S', AND YOU SIMPLY ADD --'S-- TO IT."

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05980 GOTO 6115

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05990 PRINT "THIS ISN'T RIGHT ACCORDING TO"

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06000 PRINT "THE PROCEDURE WE'RE FOLLOWING."

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06010 LET N=0

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06020 PRINT "WE HAVE BEEN ADDING--'S-- TO SINGULAR NOUNS,"

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06030 PRINT "AND --'S'-- TO PLURAL ONES TO SHOW POSSESSION."

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06040 PRINT

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06050 PRINT "ALTHOUGH SOME WRITERS JUST ADD AN APOSTROPHE"

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06060 PRINT "TO NOUNS ENDING IN 'S',"

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06070 PRINT "IT WILL BE EASIER TO REMEMBER IF YOU ALWAYS "

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06080 PRINT "USE THE SAME RULE."

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06082 PRINT

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06090 PRINT "THE ONLY EXCEPTION TO THIS IS WHEN THE RESULTING"

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06092 PRINT "WORD WOULD BE VERY AWKWARD TO PRONOUNCE."

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06094 PRINT

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06100 PRINT "THIS ISN'T THE CASE HERE."

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06110 GOTO 05970

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06112 REM START OF CONCEPT 5

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06113 REM CONCEPT 5 DEALS WITH POSSESSIVE FORM OF NOUNS

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6115 GOSUB 80000

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06116 PRINT
06117 PRINT
06120 PRINT "THERE ARE TWO MORE USES FOR THE APOSTROPHE YOU SHOULD KNOW ABOUT."
06130 PRINT
06140 PRINT "THE FIRST IS FORMING POSSESSIVES OF COMPOUND EXPRESSIONS"
06142 PRINT "SUCH AS"
06150 PRINT "'DICK AND JANE', 'SOMEONE ELSE', OR 'BROTHER-IN-LAW.'"
06160 PRINT
06170 PRINT "FOR PAIRS OF PEOPLE (LIKE DICK AND JANE ABOVE)"

06180 PRINT "THE PLACEMENT OF THE APOSTROPHE DEPENDS ON THE LOGIC"
06190 PRINT "OF THE WHOLE IDEA YOU ARE EXPRESSING."
06200 PRINT
06210 PRINT "FOR EXAMPLE,"
06220 PRINT "IF DICK AND JANE BOTH OWN THE SAME DOG,"
06230 PRINT "YOU WOULD WRITE--DICK AND JANE'S DOG--."
06235 PRINT
06240 PRINT
06250 PRINT "BUT IF YOU WERE TALKING OF TWO DOGS,"
06260 PRINT "OWNED SEPARATELY BY DICK AND JANE, "
06270 PRINT "YOU WOULD WRITE"
06272 PRINT "DICK'S AND JANE'S DOGS."
06274 GOSUB 80000
06280 PRINT
06290 PRINT
06300 PRINT "MAKE THE NECESSARY CORRECTIONS IN THE FOLLOWING SENTENCE."
06310 PRINT
06320 REM CONCEPT 5, QUESTION 1 (0)
06325 REM QUESTION 90
06330 PRINT "JUST BY LOOKING AT DICK AND JANE CHILDREN"
06340 PRINT "YOU COULD TELL WHOM THEY RESEMBLED MOST."
06342 PRINT "JUST TYPE ONE WORD."
06350 PRINT
06360 PRINT
06370 PRINT
06380 INPUT D$
06390 IF D$="JANE'S" THEN 06440
06400 IF D$="JANES'" THEN 06570
06410 IF D$="DICK'S" THEN 06490
06420 PRINT "'JANES' IS THE WORD THAT NEEDS CORRECTION. TRY AGAIN."
06430 GOTO 06330
06440 PRINT "RIGHT."
06450 LET D=1
06460 PRINT "THE CHILDREN OBVIOUSLY BELONG TO BOTH DICK AND JANE."
06462 GOSUB 80000
06470 PRINT
06480 GOTO 06640
06490 PRINT "NO."
06500 LET D=0
06510 PRINT "BY PUTTING THE APOSTROPHE AFTER 'DICK',"
06520 PRINT "YOU SEEM TO BE SUGGESTING THAT THERE ARE TWO SETS"
06530 PRINT "OF CHILDREN--ONE DICK'S, AND ONE JANE'S."
06540 PRINT""
06550 PRINT "BUT THAT'S NOT THE CONTEXT OF THE SENTENCE."
06560 GOTO 06460
06570 PRINT "NO."
06580 LET D=0
06590 PRINT "ALL YOU HAVE TO DO HERE "
06600 PRINT "IS FOLLOW THE SAME RULE WE'VE BEEN USING ALL ALONG."
06610 PRINT
06620 PRINT "JUST ADD ---S-CONCORDIA UNIVERSITY"
06630 GOTO 06460

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06640 PRINT "MAKE THE NECESSARY CORRECTIONS TO THE FOLLOWING SENTENCE."
06642 REM CONCEPT 5, QUESTION 2 (P)
06644 REM QUESTION 91
06650 PRINT

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06660 PRINT
06670 PRINT "AFTER THEIR SWIM, DICK AND JANE WENT"
06680 PRINT "TO THE MENS AND WOMEN'S SHOWERS."
06690 PRINT
06700 PRINT
06710 INPUT P$
06720 IF P$="MEN'S" THEN 06770
06730 IF P$="WOMENS'" THEN 06830
06740 IF P$="MENS'" THEN 06930
06750 PRINT "THE WORD THAT NEEDS CORRECTION HERE IS 'MENS'. TRY AGAIN."
06760 GOTO 06670

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06770 PRINT "GOOD."
06780 LET P=1
06790 PRINT "THERE ARE TWO SEPARATE ROOMS."
06800 PRINT "THESE ARE NOT OWNED BY THE MEN AND WOMEN TOGETHER,"
06810 PRINT "BUT BY THE TWO GROUPS SEPARATELY."
06820 GOTO 06980

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06830 PRINT "NO."
06840 LET P=0
06850 PRINT "YOU SEEM TO HAVE FORGOTTEN THE RULE "
06860 PRINT "THAT A PLURAL NOUN THAT DOESN'T END IN 'S'"
06870 PRINT "TAKES AN --'S-- TO SHOW POSSESSION."
06880 PRINT
06890 PRINT "THE PROBLEM IN THE SENTENCE IS WITH 'MENS'."
06890 PRINT "THE CORRECT ANSWER IS 'MEN'S': "
06892 PRINT
06900 PRINT "LOOK AT THE LOGIC OF THE SENTENCE."
06910 PRINT
06920 GOTO 06790

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06930 PRINT "NO."
06940 LET P=0
06950 PRINT "YOU'VE GOT THE RIGHT WORD,"
06960 PRINT "BUT NOT THE RIGHT ANSWER."
06970 GOTO 06850
06972 REM DECISION FRAME
06980 IF 0+P=2 THEN 07600

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06992 REM DEP, CONCEPT 5(Q1,Q2,Q3)
7000 PRINT
07010 PRINT "LET'S TRY A FEW QUICK PRACTICE QUESTIONS BEFORE GOING ON."
07020 PRINT ""
07030 PRINT

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07040 REM THIS IS A DRILL AND PRACTICE BRANCH FOR POSSESSION BY PAIRS.
07050 PRINT "MAKE THE CORRECTIONS AS NECESSARY IN THE FOLLOWING SENTENCES."
07060 PRINT
07070 PRINT
07072 REM DEP, CONCEPT 5, QUESTION 1 (Q1)
07074 REM QUESTION 92

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07080 PRINT "SMITH AND THOMPSON'S FRIENDS GOT ALONG WELL EVEN THOUGH THEY HAD JUST MET."
07090 PRINT
07100 PRINT
07110 PRINT
07120 INPUT Q1$
07130 IF Q1$="SMITH'S" THEN 07180
07140 IF Q1$="SMITHS'" THEN 07210
07150 PRINT "THE WORD THAT NEEDS CORRECTION IS 'SMITHS'."
07160 PRINT "CHECK YOUR ANSWER."

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07180 PRINT "CORRECT. THE CORRECT FORM IS 'SMITH'S'."
07190 PRINT
07200 PRINT
07210 PRINT "CORRECT. THE CORRECT FORM IS 'SMITHS'."
07220 PRINT
07230 PRINT
07240 PRINT
07250 PRINT
07260 PRINT
07270 PRINT
07280 PRINT
07290 PRINT
07300 PRINT
07310 PRINT
07320 PRINT
07330 PRINT
07340 PRINT
07350 PRINT
07360 PRINT
07370 PRINT
07380 PRINT
07390 PRINT
07400 PRINT
07410 PRINT
07420 PRINT
07430 PRINT
07440 PRINT
07450 PRINT
07460 PRINT
07470 PRINT
07480 PRINT
07490 PRINT
07500 PRINT
07510 PRINT
07520 PRINT
07530 PRINT
07540 PRINT
07550 PRINT
07560 PRINT
07570 PRINT
07580 PRINT
07590 PRINT
07600 PRINT

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07610 PRINT "THE WORD THAT NEEDS CORRECTION IS 'SMITHS'."
07620 PRINT "CHECK YOUR ANSWER."

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07170 GOTO 07080
07180 PRINT "CORRECT."
07190 LET Q1=1
07200 GOTO 07230
07210 PRINT "NO."
07220 LET Q1=0
07230 PRINT
07232 PRINT "THE CORRECT ANSWER IS--SMITH'S--."
07234 PRINT
07238 REM DEP, CONCEPT 5, QUESTION 2 (Q2)
07240 PRINT "MY MOTHER AND FATHERS CAR IS BEING REPAIRED."
07250 PRINT
07260 PRINT
07270 INPUT Q2$
07280 IF Q2$="FATHER'S" THEN 07350
07290 PRINT "NO."
07300 LET Q2=0
07310 PRINT "THE CORRECT ANSWER IS 'FATHER'S:      "
07320 PRINT "THE CAR IS OWNED BY TWO PEOPLE JOINTLY, AND"
07330 PRINT "ALL YOU HAVE TO DO IS ADD --'S-- TO THE LAST ITEM."
07340 GOTO 07390
07350 PRINT "RIGHT."
07360 LET Q2=1
07370 PRINT
07380 GOTO 07320
07390 PRINT
07400 PRINT
07402 REM DEP, CONCEPT 5, QUESTION 3 (Q3)
07410 PRINT "BILL AND JOHN TEAM WON THE TOURNAMENT."
07420 PRINT
07430 PRINT
07440 PRINT
07450 INPUT Q3$
07460 IF Q3$="JOHN'S" THEN 07540
07470 PRINT "NO."
07480 LET Q3=0
07490 PRINT "THE CORRECT ANSWER IS 'JOHN'S'(BILL AND JOHN'S TEAM ETC.)."
07500 PRINT "IT IS THEIR TEAM JOINTLY."
07510 PRINT
07520 PRINT
07530 GOTO 07570
07540 PRINT "RIGHT."
07550 LET Q3=1
07560 GOTO 07500
07570 LET Q=Q1+Q2+Q3
07580 REM THIS IS THE END OF THE REMEDIATION BRANCH ON POSSESSION BY PAIRS
07590 GOTO 07600
07600 PRINT
07605 GOSUB 80000
07610 PRINT
07620 PRINT
07622 REM START OF CONCEPT 6
07624 REM CONCEPT 6 DEALS WITH POSSESSIVE FORM OF COMPOUND EXPRESSIONS
07625 REM THERE IS NO DEP FOR CONCEPT 6
07630 PRINT "LET'S GO ON."
07640 PRINT

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07650 PRINT
07660 PRINT "TO SHOW POSSESSION OF CONCORDIA UNIVERSITY."
07670 PRINT "JUST ADD AN --'S--."

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07680 PRINT
07690 PRINT
07700 PRINT "FOR EXAMPLE,"
07710 PRINT "'IT WAS SOMEBODY ELSE'S PROBLEM'."
07720 PRINT
07730 PRINT
07740 PRINT "'SOMEBODY ELSE' IS A COMPOUND CONSTRUCTION"
07750 PRINT "AND JUST NEEDS --'S--AT THE END OF THE UNIT TO SHOW POSSESSION."
07760 PRINT
07770 PRINT
07780 PRINT "THE SAME IS TRUE FOR COMPOUNDS THAT"
07790 PRINT "FORM PLURALS BY ADDING 'S' TO THE FIRST WORD."
07800 PRINT
07810 PRINT "FOR EXAMPLE,"
07820 PRINT "THE COMMANDERS-IN-CHIEF'S BOARDROOM WAS CHECKED FOR MICROPHONES."
07830 PRINT
07840 PRINT
07850 PRINT "'COMMANDERS-IN-CHIEF' IS ONE UNIT,"
07860 PRINT "AND, AS YOU CAN SEE, IT SHOWS POSSESSION"
07870 PRINT "SIMPLY BY ADDING --'S--TO THE END OF THE UNIT."
07872 GOSUB 80000
07880 PRINT
07890 PRINT
07900 PRINT "MAKE THE NECESSARY CORRECTION IN THIS SENTENCE: "
07910 PRINT
07920 PRINT
07922 REM CONCEPT 6, QUESTION 1 (R)
07924 REM QUESTION 95
07930 PRINT "MY BROTHER-IN-LAWS HOUSE WAS BROKEN INTO LAST WEEK."
07940 PRINT
07950 PRINT
07960 PRINT
07970 INPUT R$
07980 IF R$="LAW'S" THEN 8050
07990 IF R$="BROTHER-IN-LAW'S" THEN 8050
07992 IF R$="LAWS'" THEN 8130
07994 IF R$="BROTHER-IN-LAWS'" THEN 8130
08000 PRINT "THE WORD THAT NEEDS CORRECTION IS 'BROTHER-IN-LAWS'."
08010 PRINT "TRY AGAIN."
08020 PRINT
08030 PRINT
08040 GOTO 07930
08050 PRINT "RIGHT."
08060 LET R=1
08070 PRINT "'BROTHER-IN-LAW' IS A COMPOUND CONSTRUCTION,"
08080 PRINT "AND ALL IT NEEDS IS AN --'S--"
08090 PRINT "AT THE END TO MAKE IT SHOW POSSESSION."
08100 PRINT
08110 PRINT
08120 GOTO 08190
08130 PRINT "NO."
08140 LET R=0
08150 PRINT "YOU'VE PUT THE APOSTROPHE IN THE WRONG PLACE;"
08160 PRINT "IT COMES BEFORE THE FINAL 'S', NOT AFTER IT."
08170 PRINT "REMEMBER,"
08180 GOTO 08070
08182 REM END OF CONCEPT 6
08190 PRINT
08200 PRINT
08202 REM START OF CRITERION
08204 REM THE CRITERION TEST TESTS MASTERY OF ALL CONCEPTS

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08210 PRINT "LET'S TRY A BRIEF TEST TO SEE HOW WELL YOU'VE UNDERSTOOD THIS LESSON."
08220 PRINT
08230 PRINT
08240 PRINT "IN EACH OF THE FOLLOWING SENTENCES,"
08250 PRINT "MAKE THE NECESSARY CORRECTIONS."
08260 PRINT "JUST TYPE IN THE CORRECTED VERSION OF THE WRONG WORD"
08262 PRINT "OR THE WORD IN BRACKETS THAT'S RIGHT."
08270 LET W9$="INCORRECT"
08280 LET K9$="CORRECT"
08290 PRINT
08300 PRINT
08310 PRINT
08312 REM VARIABLES FOR CT ARE T1 TO T9 AND U1 TO U9
08320 PRINT "1)"
08330 PRINT "I CAN'T SEEM TO FIND MY WAY HOME."
08340 PRINT
08350 PRINT
08360 INPUT T1$
08370 IF T1$="CAN'T" THEN 08410
08380 PRINT W9$
08390 LET T1=0
08400 GOTO 08440
08410 PRINT K9$
08420 LET T1=1
08430 GOTO 08440
08440 PRINT "2)"
08450 PRINT "(ITS/IT'S) TOO BAD THAT YOU WON'T BE COMING TO THE PARTY."
08460 PRINT
08470 PRINT
08480 INPUT T2$
08490 IF T2$="IT'S" THEN 08530
08500 PRINT W9$
08510 LET T2=0
08520 GOTO 08560
08530 PRINT K9$
08540 LET T2=1
08550 GOTO 08560
08560 PRINT "3)"
08570 PRINT "AFTER THE ACCIDENT, THE CAR HAD (ITS/IT'S) ENTIRE SIDE REPAINTED."
08580 PRINT
08590 PRINT
08600 INPUT T3$
08610 IF T3$="ITS" THEN 08650
08620 PRINT W9$
08630 LET T3=0
08640 GOTO 08680
08650 PRINT K9$
08660 LET T3=1
08670 GOTO 08680
08680 PRINT "4)"
08690 PRINT "(ITS/IT'S) NEVER EASY TO KNOW WHEN YOU'RE SERIOUS."
08700 PRINT
08710 PRINT
08720 INPUT T4$
08730 IF T4$="IT'S" THEN 08770
08740 PRINT W9$
08750 LET T4=0
08760 GOTO 08800
08770 PRINT K9$
08780 LET T4=1
08790 GOTO 08800

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08800 PRINT "5)"
08810 PRINT "THE CHILDS' JACKET WAS TORN AND FADED WITH AGE."
08820 PRINT
08830 PRINT
08840 INPUT T5\$
08850 IF T5\$="CHILD'S" THEN 08890

08860 PRINT W9\$
08870 LET T5=0
08880 GOTO 08910
08890 PRINT K9\$
08900 LET T5=1
08910 PRINT "6)"

08920 PRINT "THE STUDENTS CAFETERIA WAS FILLED TO CAPACITY."
08930 PRINT
08940 PRINT
08950 PRINT
08960 INPUT T6\$
08970 IF T6\$="STUDENTS'" THEN 09010

08980 PRINT W9\$
08990 LET T6=0
09000 GOTO 09040
09010 PRINT K9\$
09020 LET T6=1
09030 GOTO 09040

09040 PRINT "7)"
09050 PRINT "THE CHILDRENS PRESENTS WERE PLACED UNDER THE TREE."
09060 PRINT
09070 PRINT
09080 PRINT
09090 INPUT T7\$

09100 IF T7\$="CHILDREN'S" THEN 09140
09110 PRINT W9\$
09120 LET T7=0
09130 GOTO 09170
09140 PRINT K9\$
09150 LET T7=1

09160 GOTO 09170
09170 PRINT "8)"
09180 PRINT "THE LAND WAS THE PROPERTY OF CHARLES' UNCLE."
09190 PRINT
09200 PRINT
09210 PRINT
09220 INPUT T8\$

09230 IF T8\$="CHARLES'S" THEN 09270
09232 IF T8\$="CHARLES'" THEN 09270

09240 PRINT W9\$
09250 LET T8=0
09260 GOTO 09290
09270 PRINT K9\$
09280 LET T8=1
09290 PRINT "9)"

09300 PRINT "JOHN AND MARYS FIRST CHILD IS CALLED JOHN JR."
09310 PRINT
09320 PRINT
09330 INPUT T9\$
09340 IF T9\$="MARY'S" THEN 09380
09350 PRINT W9\$

09360 LET T9=0
09370 GOTO 09410
09380 PRINT K9\$
09390 LET T9=1

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09400 GOTO 09410
09410 PRINT "10)"
09420 PRINT "THE MENS AND WOMEN'S BATHROOMS WERE ON DIFFERENT FLOORS."
09430 PRINT
09440 PRINT
09450 PRINT ""
09460 INPUT U1$
09470 IF U1$="MEN'S" THEN 09510
09480 PRINT W9$
09490 LET U1=0
09500 GOTO 09540
09510 PRINT K9$
09520 LET U1=1
09530 GOTO 09540
09540 PRINT "11)"
09550 PRINT "THE EDITOR-IN-CHIEF'S OFFICE WAS CLUTTERED WITH OLD PAPERS."
09560 PRINT
09570 PRINT
09580 PRINT
09590 INPUT U2$
09600 IF U2$="EDITOR-IN-CHIEF'S" THEN 09640
09602 IF U2$="CHIEF'S" THEN 09640
09610 PRINT W9$
09620 LET U2=0
09630 GOTO 09660
09640 PRINT K9$
09650 LET U2=1
09660 PRINT "12)"
09670 PRINT "SHE WAS GETTING READY TO VISIT HER DAUGHTERS-IN-LAWS HOMES FOR CHRISTMAS."
09680 PRINT
09690 PRINT
09700 PRINT
09710 INPUT U3$
09720 IF U3$="DAUGHTERS-IN-LAW'S" THEN 09760
09722 IF U3$="LAW'S" THEN 09760
09730 PRINT W9$
09740 LET U3=0
09750 GOTO 09780

09760 PRINT K9$
09770 LET U3=1
09780 PRINT "13)"
09790 PRINT "TOM'S FACE WAS RED WITH THE COLD."
09800 PRINT
09810 PRINT
09820 PRINT
09830 INPUT U4$
09840 IF U4$="TOM'S" THEN 09880
09850 PRINT W9$
09860 LET U4=0
09870 GOTO 09900
09880 PRINT K9$
09890 LET U4=1
09900 PRINT "14)"
09910 PRINT "THE COMPANY WANTED TO BUILD (IT'S/ITS) NEW OFFICE IN TORONTO."
09920 PRINT
09930 PRINT
09940 PRINT
09950 INPUT U5$
09960 IF U5$="ITS" THEN 10000
09970 PRINT W9$
09980 LET U5=0

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09990 GOTO 10020
10000 PRINT K9$
10010 LET U5=1
10020 PRINT "15)"
10030 PRINT "ALTHOUGH YOU HAVE STUDIED HARD,"
10035 PRINT "(IT'S/ITS) NOT CLEAR THAT YOU HAVE UNDERSTOOD."
10040 PRINT
10050 PRINT
10060 PRINT
10070 INPUT U6$
10080 IF U6$="IT'S" THEN 10120
10090 PRINT W9$
10100 LET U6=0
10110 GOTO 10140
10120 PRINT K9$
10130 LET U6=1
10140 PRINT "16)"
10150 PRINT "KEATS POETRY HAS LONG BEEN CONSIDERED AMONG THE VERY BEST EVER WRITTEN."
10160 PRINT
10170 PRINT
10180 PRINT
10190 INPUT U7$
10200 IF U7$="KEATS'S" THEN 10240
10210 PRINT W9$
10220 LET U7=0
10230 GOTO 10260
10240 PRINT K9$
10250 LET U7=1
10260 PRINT "17)"
10270 PRINT "MY MIND IS MADE UP: (IT'S/ITS) TIME TO GO."
10280 PRINT
10290 PRINT
10300 PRINT
10310 INPUT U8$
10320 IF U8$="IT'S" THEN 10360
10330 PRINT W9$
10340 LET U8=0
10350 GOTO 10380
10360 PRINT K9$
10370 LET U8=1
10380 PRINT "18)"
10390 PRINT "THE TEACHERS UNIONS ALL OVER THE PROVINCE ARE READY TO CALL A STRIKE."
10400 PRINT
10410 PRINT
10420 PRINT
10430 INPUT U9$
10440 IF U9$="TEACHERS'" THEN 10480
10450 PRINT W9$
10460 LET U9=0
10470 GOTO 10500
10480 PRINT K9$
10490 LET U9=1
10500 PRINT
10510 PRINT
10520 PRINT "19)"
10530 PRINT "THE RADIO SAID THAT TODAY'S WEATHER WOULD BE FAIR AND WARM."
10540 PRINT
10550 PRINT
10560 INPUT V1$
10570 IF V1$="TODAY'S" THEN
10580 PRINT W9$

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10590 LET V1=0
10600 GOTO 10700
10610 PRINT K9\$
10620 LET V1=1
10700 PRINT
10710 PRINT"20")"

10720 PRINT"WE ASKED IF WE COULD VISIT THE CHILDRENS PLAY AREA."
10730 PRINT
10740 PRINT
10750 INPUT V2\$
10760 IF V2\$="CHILDREN'S" THEN 10800
10770 PRINT W9\$

10780 LET V2=0
10790 GOTO 10850
10800 PRINT K9\$
10810 LET V2=1
10850 LET X\$="YOUR SCORE THIS QUIZ (OUT OF 20) IS"
10860 LET X=T1+T2+T3+T4+T5+T6+T7+T8+T9+U1+U2+U3+U4+U5+U6+U7+U8+U9+V1+V2

10870 PRINT X\$,X
10880 GOTO 90000
40000 REM EXTRA QUESTION NUMBER 1
40010 REM THIS IS PART OF THE ITS/IT'S PART OF THE LESSON
40020 REM ACCESSED AT 1610
40030 REM VARIABLE =L6

40040 PRINT "LET'S DO ONE MORE."
40045 REM QUESTION 71
40050 PRINT
40060 PRINT

40070 PRINT
40080 PRINT "CHOOSE THE CORRECT FORM OF THE WORD IN THE FOLLOWING SENTENCE:
40090 PRINT
40100 PRINT
40110 PRINT "(ITS/IT'S) CLEAR THAT YOUR GIFT MEANT A GREAT DEAL TO HER."

40120 PRINT
40130 PRINT
40140 INPUT L6\$
40150 IF L6\$="IT'S" THEN 40200
40160 IF L6\$="ITS" THEN 40300
40170 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."

40180 GOTO 40080
40200 PRINT "GOOD."
40210 LET L6=1
40220 PRINT "IT'S VERY EASY TO LET THIS KIND OF MISTAKE"
40230 PRINT "SLIP IN WHEN YOU'RE IN A HURRY."
40240 PRINT

40250 PRINT "THERE ARE MANY EXPRESSIONS WHERE YOU MIGHT"
40260 PRINT "FORGET THAT YOU ARE REALLY DEALING WITH"
40270 PRINT "'IT IS' AND NOT THE POSSESSIVE FORM OF 'IT'(ITS)."
40280 PRINT "FOR EXAMPLE--'IT'S TRUE', 'IT'S UNFAIR', OR 'IT'S SILLY'."
40290 PRINT "ARE ALL SOMETIMES EASY TO OVERLOOK AND FORGET THE APOSTROPHE."
40292 PRINT

40294 PRINT "BUT TAKE AN EXTRA FEW SECONDS WHEN YOU READ A SENTENCE"
40296 PRINT "TO SEE THAT 'IT'S' MEANS 'IT IS'."
40297 GOSUB 80000
40298 PRINT
40299 GOTO 40400
40300 PRINT "NO, THE RIGHT ANSWER IS 'IT'S'."

40310 LET L6=0
40320 PRINT"'ITS' IS THE POSSESSIVE FORM OF THE WORD 'IT'--"
40330 PRINT "'THE MAN'S CAT"
40340 PRINT"'THE FOOD HAS LOST ITS FLAVOUR'-----"

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40350 PRINT "ARE JUST TWO EXAMPLES OF THIS."
40360 PRINT
40370 PRINT "BUT THAT'S NOT WHAT YOU ARE LOOKING FOR HERE."
40380 PRINT
40390 GOTD 40220
40400 RETURN
40402 REM RETURNS TO 1620
40405 REM EXTRA QUESTION NUMBER 2
40410 REM VARIABLE =L7$
40412 REM ACCESSED AT 3350
40420 PRINT
40430 PRINT "HERE'S ANOTHER ONE TO TRY: "
40434 REM QUESTION 78
40440 PRINT
40450 PRINT
40460 PRINT "THIS (MORNING'S/MORNINGS') NEWS ABOUT CHANCES FOR PEACE WAS NOT GOOD."
40470 PRINT
40480 PRINT "CHOOSE THE RIGHT WORD IN BRACKETS."
40490 PRINT
40500 PRINT
40510 INPUT L7$
40520 IF L7$="MORNING'S" THEN 40600
40530 IF L7$="MORNINGS'" THEN 40700

40540 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40550 PRINT
40560 GOTD 40460
40600 PRINT "RIGHT."
40610 LET L7=1
40620 PRINT "'MORNING' IS A REGULAR WORD"
40630 PRINT "WHEN IT COMES TO FORMING ITS POSSESSIVE."
40640 PRINT
40650 PRINT "THEREFORE, ALL YOU HAVE TO DO IS"
40660 PRINT "ADD --'S-- TO IT."
40670 PRINT
40680 PRINT "THE APOSTROPHE AFTER THE 'S'"
40690 PRINT "WOULD INDICATE THAT MORE THAN ONE MORNING WAS BEING DISCUSSED."
40692 PRINT "BUT THE CONTEXT OF THE SENTENCE"
40694 PRINT "MAKES IT CLEAR THAT THE 'MORNING'"
40696 PRINT "IS SINGULAR IN THIS CASE."
40698 GOTD 40800
40700 PRINT "NO, THE RIGHT ANSWER IS 'MORNING'S'."
40702 LET L7=0
40704 PRINT "THE APOSTROPHE AFTER THE 'S'--"
40706 PRINT "WHERE YOU'VE PUT IT--"
40708 PRINT "WOULD INDICATE THAT 'MORNING' WAS PLURAL."
40720 PRINT
40730 PRINT "BUT THE CONTEXT OF THE SENTENCE"
40740 PRINT "(['THIS MORNING', THIS ONE MORNING])"
40750 PRINT "MAKES IT CLEAR THAT THIS ISN'T SO."
40760 PRINT
40770 PRINT "'MORNING' IS QUITE REGULAR WHEN IT COMES"
40780 PRINT "TO FORMING ITS POSSESSIVE FORM: "
40790 PRINT "YOU SIMPLY ADD--'S--('MORNING'S')."
40800 PRINT
40810 PRINT
40820 PRINT "LOOK AT THIS ONE: "
40830 PRINT
40835 REM QUESTION 79
40840 PRINT "MR. (CANADA'S/CANADAS') MUSCLES BULGED UNDER HIS TIGHT SHIRT."
40850 PRINT
40860 PRINT "SELECT THE RIGHT FORM OF THE WORD IN BRACKETS."

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40870 PRINT
40880 PRINT
40890 INPUT L8\$
40900 IF L8\$="CANADA'S" THEN 41000
40910 IF L8\$="CANADAS'" THEN 41100
40920 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."

40930 GOTO 40840
41000 PRINT "RIGHT."
41010 LET L8=1
41020 PRINT "'CANADA' FORMS ITS POSSESSIVE IN THE REGULAR WAY."
41030 PRINT "AND THE FACT THAT THE WORD IS USED AS A"
41040 PRINT "TITLE OF SOME SORT MAKES NO DIFFERENCE."

41050 PRINT
41060 PRINT "THE MUSCLES BELONGED TO SOMEONE--'MR.CANADA'--"
41070 PRINT "AND THE FORM OF THE WORD HAS TO SHOW THIS."
41080 PRINT
41090 GOTO 41200
41100 PRINT "NO, THE ANSWER IS --CANADA'S--."

41110 LET L8=0
41120 PRINT "BY PUTTING THE 'APOSTROPHE AFTER THE 'S'--"
41130 PRINT "AS YOU HAVE DONE--"
41140 PRINT "YOU SEEM TO BE SAYING THAT THE WORD IS PLURAL."
41150 PRINT
41160 PRINT "BUT THE CONTEXT MAKES IT CLEAR THAT WE ARE TALKING"
41170 PRINT "ABOUT ONE MAN AND HIS MUSCLES."
41180 PRINT "MOREOVER,"
41190 GOTO 41020

41200 PRINT
41210 PRINT
41220 PRINT
41230 REM FOURTH QUESTION IN SUBROUTINE
41240 PRINT
41250 PRINT "HERE'S ANOTHER ONE TO WORK ON."

41255 REM QUESTION 80
41260 PRINT
41270 PRINT "WE POLITELY QUESTIONED THE STATE OF THE"
41272 PRINT "FIRST-BASE (UMPIRE'S/UMPIRES') EYESIGHT."
41280 PRINT
41290 PRINT

41292 PRINT "PICK THE CORRECT WORD."
41294 PRINT
41296 PRINT
41300 INPUT L9\$
41310 IF L9\$="UMPIRE'S" THEN 41400
41320 IF L9\$="UMPIRES'" THEN 41500

41330 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
41340 GOTO 41270
41400 PRINT "RIGHT."

41410 LET L9=1
41420 PRINT "'UMPIRE' PRESENTS NO TROUBLE"
41430 PRINT "WHEN FORMING ITS POSSESSIVE--"
41440 PRINT "JUST ADD --'S--."

41450 PRINT
41460 PRINT "THE EYESIGHT BELONGS TO JUST ONE MAN,"
41470 PRINT "AND THE FORM OF THE WORD HAS TO SHOW THIS."
41480 GOTO 41700
41500 PRINT "NO, THE RIGHT ANSWER IS 'UMPIRE'S'."

41510 LET L9=0
41520 PRINT "AN APOSTROPHE AFTER THE 'S' WOULD MEAN"
41530 PRINT "THAT MORE THAN
41540 PRINT

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550 PRINT "BUT HOW MANY UMPIRES CAN THERE BE AT FIRST BASE?"
560 PRINT
570 PRINT "THEREFORE, YOU HAVE TO USE THE POSSESSIVE FORM OF THE SINGULAR."
580 PRINT GOTO 41420
590 PRINT
600 PRINT
610 PRINT
700 PRINT
702 RETURN
704 REM RETURNS TO 3360
0000 LET P9$="TO BEGIN AGAIN, TYPE '1' AND THE 'RETURN' KEY."
0010 PRINT
0020 PRINT P9$
0030 PRINT

0050 PRINT
0060 PRINT
0070 INPUT P$
0080 IF P$="1" THEN 80090
0090 PRINT
0100 PRINT
0110 PRINT
0130 RETURN
0000 REM THE FOLLOWING WILL PRINT OUT CLUSTERS OF ANSWERS THAT WILL
0010 REM INDICATE THE PATH THE STUDENT HAS FOLLOWED THROUGH THIS LESSON
0020 PRINT
0030 REM CONCEPT 1 REFERS TO INSTRUCTION ON 'IT'S/ITS'
0040 REM DEP 1 REFERS FOR DRILL AND PRACTICE BRANCH ON CONCEPT 1
0050 REM CT REFERS TO SCORES ON CRITERION TEST
0060 REM ALL SCORES WILL APPEAR AS A SERIES OF 1'S AND 0'S
0070 REM THE 1'S WILL SHOW A CORRECT RESPONSE, THE 0'S WILL SHOW AN INCORRECT RESPONSE
0080 PRINT
0090 PRINT
0100 PRINT
0110 PRINT "C1" A;B;C;L6
0120 PRINT "DEP1" D;E;F;G
0130 PRINT
0140 REM CONCEPT 2 (ABBREVIATED C2) IS INSTRUCTION ON SIMPLE SINGULAR AND PLURAL POSSESSION
0150 REM DEP 2 REFERS TO DRILL AND PRACTICE ON C2
0160 PRINT "C2" H;I;L7;L8;L9
0170 PRINT "DEP2" J1;J2;J3
0180 REM CONCEPT 3 (C3) INSTRUCTION ON POSSESSION OF NOUNS WHOSE PLURAL IS NOT FORMED BY ADDING 'S'
0190 PRINT
0200 PRINT
0210 PRINT "C3" K;L;M1
0220 PRINT "DEP3" M2;M3
0230 PRINT
0240 PRINT
0250 REM CONCEPT 4 (C4)--INSTRUCTION ON THE POSSESSIVE FORM OF NOUNS ENDING IN 'S'
0260 PRINT
0270 PRINT "C4" N
0280 REM C5 REFERS TO POSSESSIVE FORM OF COMPOUND SUBJECT
0290 PRINT "C5" O;P
0300 PRINT "DEP5" Q1;Q2;Q3
0310 PRINT
0320 REM CONCEPT 6 REFERS TO POSSESSIVE FORM OF COMPOUND EXPRESSIONS
0330 PRINT
0340 PRINT
0350 PRINT "C6" R
0360 PRINT
0370 PRINT
0380 REM CT REFERS TO SCORES ON CT
0390 PRINT "CT" T1;T2;T3;T4;T5;U6;U7;U8;U9;V1;V2
0400 PRINT

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90410 PRINT
90420 REM "FIRST" REFERS TO CORRECT ANSWERS ON THE FIRST QUESTION FOLLOWING EACH CONCEPT
90430 PRINT
90440 PRINT "FIRST" A;I;K;N;O;R
90450 PRINT
90460 PRINT
90470 REM "SECOND" REFERS TO CORRECT ANSWERS ON SECOND QUESTION FOLLOWING EACH CONCEPT
90480 REM NOTE THAT CONCEPTS 4 & 6 HAVE ONLY ONE QUESTION AT PRESENT;

90490 REM THEREFORE, "SECOND" WILL REPORT ONLY ON CONCEPTS 1,2,3, & 5.
90500 PRINT
90510 PRINT "SECOND" B;I;J;L;P
90520 PRINT
90530 PRINT
90540 PRINT Z95
99999 END

XDANGLE

```

00010 REM XDANGLE
00020 REM THIS UPDATE 11 MARCH/78--AK
00100 REM THIS IS A LESSON ON THE DANGLING MODIFIER
00110 REM VANIER COLLEGE/CONCORDIA UNIVERSITY
00120 REM WRITTEN BY A KELLER
00130 PRINT "PLEASE ENTER YOUR NAME AND ID NUMBER."
00132 PRINT
00134 INPUT Z9$
00136 PRINT
00140 PRINT "IN THIS LESSON,"
00150 PRINT "WE WILL LOOK AT DANGLING MODIFIERS IN SENTENCES."
00152 PRINT
00154 PRINT
00160 PRINT "A MODIFIER (WHICH CAN BE ONE OR MORE WORDS)"
00170 PRINT "DESCRIBES OR EXPLAINS MORE FULLY A WORD OR IDEA IN A SENTENCE."
00180 PRINT
00182 PRINT "A MODIFIER IS SAID TO 'DANGLE'"
00184 PRINT "IF IT IS NOT CLEARLY ATTACHED"
00186 PRINT "TO THE WORD OR IDEA IT IS MEANT"
00188 PRINT "TO DESCRIBE."
00190 PRINT
00192 PRINT "ANOTHER WAY OF EXPLAINING IT IS THAT"
00200 PRINT "A GROUP OF WORDS IS SAID TO 'DANGLE'"
00210 PRINT "IF THE 'DOER' OR MAIN ACTOR OF THAT GROUP"
00220 PRINT "DOES NOT CORRESPOND TO THAT PART OF THE SENTENCE"
00230 PRINT "THAT IS CLOSEST TO IT."
00232 GOSUB 80000
00240 PRINT
00250 PRINT
00260 PRINT "HERE IS AN EXAMPLE OF A MODIFYING PHRASE THAT DANGLES: "
00270 PRINT
00280 PRINT
00290 PRINT "WALKING TO SCHOOL, THE BUS ALMOST HIT ME."
00292 GOSUB 80000
00300 PRINT
00310 PRINT
00320 PRINT "THE THING THAT IS WRONG WITH THIS SENTENCE"
00330 PRINT "IS THAT THE SUBJECT OF THE MAIN CLAUSE (THE BUS)"
00340 PRINT "IS NOT THE SAME AS THE SUBJECT IN 'WALKING TO SCHOOL'"
00350 PRINT "(I WAS WALKING TO SCHOOL)."
00360 PRINT
00370 PRINT
00380 PRINT "THE SENTENCE AS WRITTEN SAYS THAT"
00390 PRINT "WHILE THE BUS WAS WALKING TO SCHOOL,"
00400 PRINT "IT ALMOST HIT ME."
00410 PRINT
00420 PRINT
00430 PRINT "THIS OBVIOUSLY IS NOT WHAT THE WRITER MEANT."
00432 GOSUB 80000
00440 PRINT
00450 PRINT
00460 PRINT "HERE IS ANOTHER EXAMPLE: "
00470 PRINT
00480 PRINT "TO GET A LOAN, THE BANK MUST FIRST DO A CREDIT RATING."
00490 PRINT
00492 REM CONCEPT 1, QUESTION 1 (A)

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00500 PRINT "WHAT IS THE SUBJECT--THE MAIN ACTOR, IF YOU WILL--"
00510 PRINT "IN THE MAIN CLAUSE ('THE BANK MUST FIRST DO A CREDIT RATING')"
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00520 PRINT
00522 PRINT "JUST TYPE ONE WORD."
00530 PRINT
00540 PRINT
00550 INPUT A$
00560 IF A$="BANK" THEN 00610
00570 PRINT "NO. 'BANK' IS THE MAIN SUBJECT."
00572 LET A=0
00580 PRINT "IT IS THE THING THAT DOES--IN THIS CASE,"
00590 PRINT "IT DOES A CREDIT RATING."
00592 GOSUB 80000
00600 GOTO 614
```

```

00610 PRINT "RIGHT."
00612 LET A=1
00614 PRINT
00616 PRINT
00620 PRINT "IS 'BANK' THE THE MAIN SUBJECT"
00630 PRINT "IN 'TO GET A LOAN'?"
00640 PRINT "JUST TYPE 'YES' OR 'NO'."
00642 REM CONCEPT 1, QUESTION 2 (B)
00650 PRINT
00660 PRINT
00670 PRINT
00680 INPUT B$
00690 IF B$="YES" THEN 00740
00700 IF B$="NO" THEN 00860
00710 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE TRY AGAIN."
00720 PRINT N9$
00730 GOTO 00620
00740 PRINT "SORRY, BUT THAT'S NOT CORRECT."
00742 LET B=0
00750 PRINT "THAT WOULD MEAN THAT THE BANK WANTS TO GET A LOAN"
00760 PRINT "WHICH DOESN'T SEEM VERY LIKELY HERE."
00770 PRINT
00780 PRINT "THE SUBJECT SEEMS TO BE SOMETHING LIKE"
00790 PRINT "'ONE'--IF ONE WANTS TO GET A LOAN ETCETERA"
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00800 PRINT "OR 'A PERSON'--IF A PERSON WANTS TO GET A LOAN"
00810 PRINT "OR 'YOU'--IF YOU WISH TO GET A LOAN ETCETERA."
00812 PRINT
00814 PRINT
00820 PRINT "WHICHEVER ONE YOU WOULD HAVE USED,"
00830 PRINT "YOU SHOULD SEE THAT IT WOULD NOT BE THE SAME"
00840 PRINT "AS 'BANK'--THE MAIN SUBJECT OF THE SENTENCE."
00842 GOSUB 80000
00850 GOTO 00890
00860 PRINT "RIGHT."
00862 LET B=1
00870 GOTO 00780
```

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00880
00890 PRINT "THE WAY TO CORRECT THIS SENTENCE, THEREFORE,"
00900 PRINT "IS TO MAKE SURE THAT BOTH PARTS HAVE THE SAME SUBJECT."
00910 PRINT
00920 PRINT "FOR EXAMPLE:"
00930 PRINT "
```

00940 PRINT "TO MAKE A LOAN, THE BANK MUST FIRST DO A CREDIT RATING."

00950 PRINT

00960 PRINT "OR SOMETHING LIKE: "

00970 PRINT

00980 PRINT "IF YOU WISH TO GET A LOAN, YOU MUST FIRST"

00990 PRINT "LET THE BANK DO A CREDIT RATING."

01000 PRINT

01010 PRINT

01020 PRINT "THERE ARE A NUMBER OF WAYS OF CORRECTING A DANGLING MODIFIER,"

01030 PRINT "BUT THE PRINCIPLE IS THE SAME IN ALL OF THEM: "

01040 PRINT

01042 PRINT

01044 PRINT "*****"

01050 PRINT "A MODIFYING PHRASE SHOULD BE CLEARLY ATTACHED"

01060 PRINT "TO THAT PART OF THE SENTENCE THAT IT MODIFIES."

01070 PRINT

01072 PRINT "*****"

01074 PRINT

01080 PRINT

01082 GOSUB 80000

01090 PRINT "LET'S TRY ANOTHER."

01095 REM CONCEPT 1, QUESTION 3 (D)

01100 PRINT

01110 PRINT

01120 PRINT "FOUND STEALING, THE EVIDENCE OF HIS GUILT WAS OBVIOUS."

01130 PRINT

01140 PRINT

01150 PRINT "WHAT IS THE SUBJECT OF THE MAIN CLAUSE"

01160 PRINT "(THE EVIDENCE OF HIS GUILT WAS OBVIOUS)?"

01162 LET Z6\$="JUST TYPE ONE WORD."

01164 PRINT Z6\$

01170 PRINT

01180 PRINT

01190 INPUT D\$

01200 IF D\$="EVIDENCE" THEN 01230

01210 PRINT "NO."

01212 LET D=0

01220 GOTO 01240

01230 PRINT "RIGHT."

01232 LET D=1

01240 PRINT "'EVIDENCE' IS THE MAIN SUBJECT--IT IS THE THING"

01250 PRINT "THAT IS DESCRIBED AS OBVIOUS."

01260 PRINT

01270 PRINT

01272 REM CONCEPT 1, QUESTION 4 (D1)

01280 PRINT "IS EVIDENCE THE MAIN SUBJECT OF THE MODIFYING PHRASE"

01290 PRINT "'FOUND STEALING'?"

01292 PRINT

01300 PRINT "ANSWER YES OR NO."

01310 INPUT D1\$

01320 IF D1\$="YES" THEN 01360

01330 IF D1\$="NO" THEN 01470

01340 PRINT N9\$

01350 GOTO 01280

01360 PRINT "SORRY."

01362 LET D1=0

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01370 PRINT "IT WAS NOT 'EVIDENCE' THAT WAS FOUND STEALING,"
01380 PRINT "BUT SOME PERSON--CHARLIE, FOR EXAMPLE."
01382 PRINT
01384 PRINT
01386 GOSUB 80000
01390 PRINT"YOU WOULD CORRECT THIS BY SOMETHING LIKE THE FOLLOWING:  "
01392 PRINT
01400 PRINT "WHEN CHARLIE WAS FOUND STEALING,"
01410 PRINT "THE EVIDENCE OF HIS GUILT WAS OBVIOUS."
01420 PRINT
01430 PRINT"IN THIS REVSION, EACH PART"
01440 PRINT"OF THE SENTENCE HAS ITS SUBJECT"
01450 PRINT"CLEARLY IDENTIFIED."
01452 GOSUB 80000
01460 GOTO 01490
01470 PRINT "RIGHT."
01472 LET D1=1
01480 GOTO 01370
01490 PRINT "ALTHOUGH THERE ARE A NUMBER OF DIFFERENT"
01500 PRINT"KINDS OF DANGLING MODIFIERS,"
01510 PRINT "MOST TROUBLE HAPPENS WHEN WRITERS"
01520 PRINT "BEGIN SENTENCES WITH PARTICIPLES."
01530 PRINT
01540 PRINT
01550 PRINT "A PARTICIPLE IS A WORD THAT IS FORMED"
01560 PRINT "FROM A VERB, BUT IS USED AS AN ADJECTIVE."
01570 PRINT
01580 PRINT"'FLYING', 'SINGING', AND 'WALKING' ARE ALL EXAMPLES"
01582 PRINT"OF PRESENT PARTICIPLES;"
01584 PRINT"'FOUND', 'HUNTED', AND 'INVITED' ARE ALL EXAMPLES"
01586 PRINT"OF PAST PARTICIPLES."
01590 PRINT
01600 PRINT "IF YOU GET INTO THE HABIT OF BEING AWARE"
01610 PRINT "OF POSSIBLE DIFFICULTIES WHEN YOU USE THIS KIND"
01620 PRINT "OF WORD, YOU WILL BE LESS LIKELY TO WRITE"
01630 PRINT"SENTENCES WITH DANGLING MODIFIERS."
01632 GOSUB 80000
01640 PRINT
01650 PRINT
01660 PRINT "HERE ARE A FEW EXAMPLES OF DANGLING MODIFIERS"
01670 PRINT"USING THE PRESENT PARTICIPLES"
01672 PRINT"'FLYING', 'SINGING', AND 'WALKING':  "
01680 PRINT
01690 PRINT "(YOU CAN THINK OF THESE SENTENCES AS MODELS"
01700 PRINT"TO AVOID.)"
01710 PRINT
01720 PRINT
01730 PRINT "FLYING LOW, I COULD SEE THE BIRD'S COLOURS VERY CLEARLY."
01732 REM CONCEPT 2, QUESTION 1 (F)
01740 PRINT
01750 PRINT"BEGIN BY ASKING YOURSELF,"
01760 PRINT "WHAT IS THE SUBJECT OF THE MAIN CLAUSE"
01770 PRINT "('I COULD SEE THE BIRD'S COLOURS VERY CLEARLY')"
```

01780 PRINT

01790 PRINT "TYPE IN THE WORD."

01800 PRINT

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01810 PRINT
01820 INPUT F$
01830 IF F$="I" THEN 01880
01840 PRINT "NO."
01842 LET F=0
01850 PRINT "THE SUBJECT IS 'I'--"
01860 PRINT "'I' DID THE SEEING."
01870 GOTO 01890
01880 PRINT "GOOD."
01882 LET F=1
01884 PRINT
01890 PRINT "NOW ASK YOURSELF,"
01900 PRINT "IS 'I' THE SUBJECT OF 'FLYING LOW'?"
01902 REM CONCEPT 2, QUESTION 2 (F1)
01910 PRINT
01920 PRINT
01930 PRINT "TYPE IN 'YES' OR 'NO'."
01940 PRINT
01950 INPUT F1$
01960 IFF1$="YES" THEN 02020
01970 IF F1$="NO" THEN 01980
01980 PRINT "RIGHT. WHAT IS?"
01982 LET F1=1
01983 PRINT 26$
01984 PRINT
01986 PRINT
01990 INPUT F2$
02000 IF F2$="BIRD" THEN 02050
02010 LET F2=0
02020 PRINT "NO."
02030 PRINT "IT'S 'BIRD'."
02032 LET F2=0
02040 GOTO 02060
02050 PRINT "RIGHT."
02052 LET F2=1
02060 PRINT "PEOPLE DON'T FLY LOW"
02070 PRINT "(EXCEPT PERHAPS IN AIRPLANES,"
02080 PRINT "BUT NOTHING IN THE SENTENCE SAYS ANYTHING"
02090 PRINT "ABOUT AIRPLANES); "
02100 PRINT "BIRDS FLY LOW--AND THIS SENTENCE TALKS ABOUT"
02110 PRINT "A BIRD WHOSE COLOURS COULD BE SEEN"
02112 PRINT "BECAUSE IT WAS FLYING LOW."
02114 PRINT
02116 GOSUB 80000
02120 PRINT "THEREFORE, THE TWO PARTS OF THE SENTENCE "
02130 PRINT "HAVE TWO DIFFERENT SUBJECTS--"
02140 PRINT "AN 'I' WHO SEES, AND A BIRD THAT FLIES."
02142 PRINT
02144 PRINT
02150 PRINT "YOU COULD CORRECT THIS SENTENCE IN A NUMBER OF WAYS."
02152 PRINT
02154 PRINT
02160 PRINT "YOU COULD TAKE THE PART THAT DANGLES ('FLYING LOW') "
02170 PRINT "AND MAKE IT INTO A SUBORDINATE CLAUSE: "
02172 PRINT
02174 PRINT

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02180 PRINT "AS THE BIRD FLEW LOW, I COULD SEE ETC."
02190 PRINT "THIS MAKES IT EXPLICIT THAT BOTH PARTS OF THE SENTENCE"
02200 PRINT "HAVE DIFFERENT SUBJECTS--'BIRD' AND 'I'."
02202 PRINT
02204 PRINT
02206 GOSUB 80000
02210 PRINT "OR YOU COULD CHANGE THE OTHER PART OF THE SENTENCE"
02220 PRINT "SO THAT THE WORD TO WHICH THE MODIFIER REFERS"
02230 PRINT "BECOMES THE SUBJECT OF THE SENTENCE. "
02232 PRINT
02240 PRINT "FOR EXAMPLE: "
02250 PRINT "FLYING LOW, THE BIRD DISPLAYED ITS COLOURS."
02252 PRINT
02254 GOSUB 80000
02260 PRINT "IT BECOMES A MATTER OF YOUR CHOICE OF STYLES,"
02270 PRINT "BUT AS LONG AS THE LOGIC OF THE SENTENCE IS CORRECT"
02280 PRINT "(THE MODIFIER BEING CLEARLY ATTACHED)"
02290 PRINT "YOU'LL AVOID DIFFICULTIES."
02300 PRINT
02310 PRINT
02312 REM CONCEPT 2, QUESTION 4 (G)
02320 PRINT "HERE'S ONE USING 'SINGING': "
02330 PRINT
02340 PRINT
02350 PRINT "SINGING LOUDLY, THE MUSIC OF THE CHOIR FILLED THE HALL."
02360 PRINT
02370 PRINT "ONCE AGAIN,"
02380 PRINT "WE'LL ASK THE SAME QUESTIONS: "
02390 PRINT
02400 PRINT "WHAT IS THE SUBJECT OF THE MAIN CLAUSE"
02410 PRINT "(THE MUSIC OF THE CHOIR ETC)?"
02412 PRINT Z63
02420 PRINT
02430 PRINT
02440 INPUT G$
02450 IF G$="MUSIC" THEN 02500
02460 PRINT "NO."
02462 LET G=0
02470 PRINT "'MUSIC' IS--IT WAS THE THING"
02480 PRINT "THAT FILLED THE HALL."
02490 GOTO 02520
02500 PRINT "RIGHT."
02502 LET G=1
02510 PRINT "IT IS THE THING THAT FILLED THE HALL."
02512 REM CONCEPT 1, QUESTION 5 (G)
02514 PRINT
02516 PRINT
02520 PRINT "WHAT IS THE SUBJECT OF 'SINGING LOUDLY';"
02530 PRINT "TO WHAT DOES IT REFER, WHO OR WHAT IS"
02540 PRINT "SINGING LOUDLY?"
02550 PRINT
02560 PRINT
02570 PRINT "TYPE IN YOUR ANSWER."
02572 PRINT "(JUST ONE WORD.)"
02580 PRINT
02590 PRINT

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02600 INPUT G1$
02610 IF G1$="CHOIR" THEN 02650
02620 PRINT "NO."
02622 LET G1=0
02630 PRINT "'CHOIR' IS THE SUBJECT--IT SINGS LOUDLY."
02640 GOTO 02670
02650 PRINT "RIGHT."
02652 LET C1=1
02660 PRINT "IT SINGS LOUDLY."
02670 PRINT
02680 PRINT
02690 PRINT "BUT NOW YOU CAN SEE THAT THERE IS A PROBLEM."
02692 PRINT
02694 PRINT
02700 PRINT "THE TWO DIFFERENT PARTS OF THE SENTENCE"
02710 PRINT "HAVE DIFFERENT SUBJECTS."
02720 GOSUB 80000
02730 PRINT
02740 PRINT "AS BEFORE, YOU CAN CHANGE THIS IN TWO WAYS: "
02750 PRINT
02760 PRINT "MAKE THE PART THAT DANGLES ('SINGING LOUDLY')."
02770 PRINT "A SUBORDINATE CLAUSE."
02780 PRINT
02790 PRINT "THE RESULT WOULD BE THIS: "
02800 PRINT
02810 PRINT "WHEN THE CHOIR SANG LOUDLY, THE MUSIC FILLED THE HALL."
02820 PRINT
02830 PRINT
02840 PRINT "OR YOU CAN CHANGE THE OTHER PART OF THE SENTENCE: "
02850 PRINT
02860 PRINT "SINGING LOUDLY, THE CHOIR MADE MUSIC THAT FILLED THE HALL."
02870 PRINT
02880 PRINT
02890 PRINT "NOTICE THAT THERE ARE A NUMBER OF DIFFERENT WAYS OF REPHRASING"
02892 REM CONCEPT 2, QUESTION 6 (H)
02900 PRINT "THE SENTENCE--YOU'LL WANT TO AVOID NEEDLESS WORDS,"
02910 PRINT "AND COME UP WITH SOMETHING THAT SOUNDS PLEASING."
02920 PRINT
02930 PRINT
02940 PRINT "BUT FOR OUR PURPOSES HERE,"
02950 PRINT "WHAT YOU FIRST HAVE TO SEE IS THAT THE SENTENCE"
02960 PRINT "AS FIRST WRITTEN WAS ILLOGICAL."
02962 PRINT
02964 PRINT "IT'S MODIFIER WAS NOT CLEARLY ATTACHED."
02966 GOSUB 80000
02970 PRINT
02980 PRINT
02990 PRINT "HERE'S ANOTHER: "
03000 REM THIS EXAMPLE CONTAINS NO ERRORS; IT IS INSERTED
03010 REM TO SEE IF THE STUDENT REALLY HAS GRASPED THE PRINCIPLE BEING TAUGHT.
03030 PRINT
03040 PRINT
03050 PRINT "WALKING QUICKLY, I REACHED HOME JUST BEFORE THE RAIN BEGAN."
03060 PRINT
03070 PRINT "DOES THIS SENTENCE HAVE A DANGLING MODIFIER?"
03080 PRINT "TYPE IN 'YES' OR 'NO'."

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03090 PRINT
03100 PRINT
03110 INPUT H$
03120 IF H$="NO" THEN 03160
03130 IF H$="YES" THEN 03320
03140 PRINT N9$
03150 GOTO 03050
03160 PRINT "GOOD."
03162 LET H=1
03170 PRINT "YOU'VE GOT THE IDEA NOW."
03180 PRINT "IN BOTH PARTS OF THE SENTENCE"
03190 PRINT"--'WALKING QUICKLY' AND"
03200 PRINT"'I REACHED HOME ETCETERA'--"
03210 PRINT "WE HAVE THE SAME DOER: "
03220 PRINT
03230 PRINT "'I'."
03240 PRINT "THEREFORE, NOTHING DANGLES, AND THE SENTENCE IS CORRECT."
03242 GOSUB 80000
03244 GOTO 3827
03320 PRINT "SORRY, YOU'RE NOT RIGHT."
03322 LET H=0
03324 REM H1 ONLY COMES INTO PLAY IN H=0
03326 REM CONCEPT 2, REMEDIATION BRANCH, QUESTION 1 (H1)
03330 PRINT "WHAT IS THE SUBJECT OF THE MAIN CLAUSE"
03340 PRINT "(I REACHED HOME ETCETERA)?"
03350 PRINT
03360 PRINT
03370 INPUT H1$
03380 IF H1$="I" THEN 03440
03390 PRINT "NO, "
03392 LET H1=0
03400 PRINT "'I' IS THE SUBJECT: "
03410 PRINT "'I' REACHED HOME BEFORE THE RAIN BEGAN,"
03420 PRINT "'I' DID THE MAIN ACTION."
03430 GOTO 03450
03440 PRINT "RIGHT. 'I' DOES THE MAIN ACTION."
03442 LET H1=1
03450 PRINT
03460 PRINT
03462 REM CONCEPT 2, REMEDIATION BRANCH, QUESTION 2 (H2)
03470 PRINT "NOW ASK YOURSELF,"
03480 PRINT "WHAT IS THE SUBJECT OF 'WALKING HOME',"
03510 PRINT
03520 PRINT "TYPE IN YOUR ANSWER."
03530 PRINT
03540 INPUT H2$
03550 IF H2$="I" THEN 03600
03560 PRINT "NO."
03565 LET H2=0
03570 PRINT "'I' IS THE THE SUBJECT--'I' REACHED HOME."
03580 PRINT "YOU MAY WANT TO REVIEW THE IDEA OF SUBJECT AND PREDICATE."
03590 GOTO 3610
03600 PRINT "RIGHT."
03602 LET H2=1
03604 REM CONCEPT 2, REMEDIATION BRANCH, QUESTION 3 (H3)
03610 PRINT "BUT NOW THAT WE'VE DETERMINED THAT"

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03620 PRINT "BOTH PARTS OF THE SENTENCE HAVE THE SAME SUBJECT"
03630 PRINT "DO YOU STILL THINK IT DANGLES?"
03640 PRINT
03650 PRINT "TYPE IN 'YES' OR 'NO'."
03660 INPUT H3$
03670 IF H3$="NO" THEN 03710
03680 IF H3$="YES" THEN 03750
03690 PRINT N9$
03700 GOTO 03610
03710 PRINT "RIGHT."
03720 PRINT "'I' IS THE SUBJECT OF BOTH PARTS--".
03730 PRINT "'I' WALK QUICKLY, 'I' REACH HOME."
03732 GOSUB 80000
03740 GOTO 3826
03750 PRINT "SORRY, YOU'RE NOT GETTING THE IDEA YET."
03755 LET H3=C
03760 PRINT "WE SAY A SENTENCE HAS A DANGLING MODIFIER WHEN"
03770 PRINT "IT SEEMS TO HAVE TWO PARTS WHICH"
03780 PRINT "HAVE TWO DIFFERENT SUBJECTS."
03782 PRINT
03784 PRINT
03786 GOSUB 80000
03790 PRINT "THINK OF THIS SENTENCE AGAIN: "
03800 PRINT
03810 PRINT "WALKING QUICKLY, I REACHED HOME BEFORE THE RAIN BEGAN."
03820 GOTO 03720
03822 REM CONCEPT 2, D&P
03826 PEM DECISION FRAME
03827 IFA+B+D+D1+F+F1+F2+G+G1+H=10 THEN 4820
03830 PRINT "LET'S DO A NUMBER OF PRACTICE QUESTIONS."
03832 PRINT
03834 PRINT "*****"
03840 PRINT "REMEMBER THE METHOD WE'VE BEEN USING: "
03842 PRINT "FOR THESE INTRODUCTORY PARTICIPLES: "
03850 PRINT
03860 PRINT
03870 PRINT "FIRST, ASK YOURSELF WHAT IS THE SUBJECT"
03880 PRINT "OF THE MAIN PART OF THE SENTENCE."
03890 PRINT
03900 PRINT "THEN DO THE SAME THING FOR THE OTHER PART."
03910 PRINT
03920 PRINT "IF THEY ARE DIFFERENT, THEN THE SENTENCE"
03930 PRINT "CONTAINS A DANGLING MODIFIER."
03932 PRINT
03934 PRINT "*****"
03936 GOSUB 80000
03940 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
03950 PRINT
03960 PRINT
03962 REM CONCEPT 2, D&P, QUESTION 1 (H4)
03970 PRINT "SLEEPING SOUNDLY, THE ALARM CLOCK WOKE ME UP WITH A START."
03980 LET N8$="DOES THIS SENTENCE CONTAIN A DANGLING MODIFIER? ANSWER 'YES' OR 'NO'."
03990 PRINT N8$
04000 PRINT
04010 PRINT
04020 INPUT H4$

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04030 IF H4$="YES" THEN 04070
04040 IF H4$="NO" THEN 04110
04050 PRINT N9$
04060 GOTO 03970
04070 PRINT "RIGHT."
04080 PRINT "THE ALARM CLOCK WASN'T SLEEPING SOUNDLY--I WAS."
04090 LET H4=1
04100 GOTO 04140
04110 PRINT "NO, YOU'RE WRONG."
04120 PRINT "THE ALARM CLOCK WASN'T SLEEPING SOUNDLY--I WAS."
04130 LET H4=0
04140 PRINT
04150 PRINT
04152 REM CONCEPT 2, DEP, QUESTION 2 (H5)
04160 PRINT "FIGHTING DESPERATELY TO STAY ALIVE, THE TROOPS STORMED THE HILL."
04170 PRINT N8$
04180 PRINT
04190 PRINT
04200 INPUT H5$
04210 IF H5$="NO" THEN 04250
04220 IF H5$="YES" THEN 04300
04230 PRINT N9$
04240 GOTO 04160
04250 PRINT "GOOD. "
04260 PRINT "THE TROOPS FOUGHT DESPERATELY, AND THE TROOPS"
04270 PRINT "STORMED THE HILL."
04272 PRINT
04274 PRINT
04280 LET H5=1
04290 GOTO 04360
04300 PRINT "SORRY, YOU'RE WRONG."
04310 PRINT "THE TROOPS FOUGHT DESPERATELY, AND THE TROOPS"
04320 PRINT "STORMED THE HILL."
04330 PRINT "THEREFORE, 'TROOPS' IS THE SUBJECT OF BOTH PARTS OF THE SENTENCE."
04332 PRINT
04334 PRINT
04336 GOSUB 80000
04340 LET H5=0
04350 PRINT
04352 REM CONCEPT 2, DEP, QUESTION 3 (H6)
04360 PRINT "HEARING THE HIFI PLAYED THAT LOUDLY,"
04370 PRINT "THE NOISE MADE IT HARD FOR ME TO STUDY."
04380 PRINT N8$
04390 PRINT
04400 PRINT
04410 INPUT H6$
04420 IF H6$="YES" THEN 04460
04430 IF H6$="NO" THEN 04510
04440 PRINT N9$
04450 GOTO 04360
04460 PRINT "CORRECT."
04470 PRINT "THE NOISE DIDN'T HEAR THE HIFI,"
04480 PRINT "I HEARD IT."
04490 LET H6=1
04492 PRINT
04494 PRINT

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04500 GOTO 04560
04510 PRINT "NO, YOU'VE MISSED IT."
04520 PRINT "THE NOISE DIDN'T HEAR THE HIFI--"
04530 PRINT "CAN NOISE HEAR ANYTHING?--"
04540 PRINT "BUT I DID, AND IT DISTURBED ME."
04542 GOSUB 80000
04550 LETH6=0
04552 PRINT
04554 PRINT
04556 REM CONCEPT 2, D&P, QUESTION 3 (H7)
04560 PRINT "SPEAKING SOFTLY, HE STILL MADE HIS POINT TO THE UNRULY CROWD."
04570 PRINT
04580 PRINT
04590 PRINT N8$
04600 PRINT
04610 PRINT
04620 INPUT H7$
04630 IF H7$="NO" THEN 4670
04640 IF H7$="YES" THEN 04720
04650 PRINT N9$
04660 GOTO 04560
04670 PRINT "RIGHT."
04680 PRINT "'HE' WAS THE ONE WHO SPOKE SOFTLY,"
04690 PRINT "AND 'HE' WAS THE ONE WHO MADE HIS POINT."
04700 LET H7=1
04710 GOTO 04770
04720 PRINT "NO, THAT'S NOT SO."
04730 PRINT "'HE' WAS THE ONE WHO SPOKE SOFTLY,"
04740 PRINT "AND 'HE' WAS THE ONE WHO MADE HIS POINT."
04750 PRINT "THE SUBJECT IS THE SAME IN BOTH PARTS OF THE SENTENCE."
04752 GOSUB 80000
04770 PRINT
04800 PRINT
04820 PRINT "LET'S GO ON."
04830 GOSUB 50000
04840 REM ABOVE GOSUB PICKS UP M1,M2,M3,M5,M4
04972 REM CONCEPT 3
04980 PRINT
04990 PRINT "THERE ARE A FEW OTHER KINDS OF DANGLING MODIFIERS"
05000 PRINT "WITH WHICH YOU SHOULD BE CAREFUL."
05010 PRINT
05020 PRINT "INFINITIVE PHRASES--"
05030 PRINT "WHAT IS, THOSE BEGINNING WITH 'TO'--"
05040 PRINT "SOMETIMES PRESENT PROBLEMS AS WE SAW"
05050 PRINT "IN THE EARLIER EXAMPLE ABOUT THE BANK AND LOANS."
05060 PRINT
05070 PRINT "HERE IS A TYPICAL ERROR: "
05080 PRINT
05090 PRINT "TO REACH YOUR GOAL, IT IS NECESSARY TO WORK HARD."
05092 GOSUB 80000
05100 PRINT
05110 PRINT "ONCE AGAIN, WE ASK THE SAME QUESTIONS: "
05112 PRINT
05114 PRINT
05120 PRINT "WHAT IS THE MAIN SUBJECT OF THE SENTENCE,"
05130 PRINT "AND DOES THE SUBJECT, THE 'DOER' OF THE FIRST"

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05140 PRINT "PART, REFER TO IT?"
05150 PRINT
05160 PRINT
05162 GOSUB 80000
05170 PRINT "IN THE EXAMPLE ABOVE,"
05180 PRINT "LOGIC SAYS THAT THE 'IT'"
05190 PRINT "WANTS TO REACH 'YOUR GOAL'."
05200 PRINT
05210 PRINT "BUT, OF COURSE, THIS DOESN'T MAKE SENSE."
05220 PRINT
05230 PRINT "TO CORRECT IT, YOU MIGHT REVISE IT THIS WAY: "
05240 PRINT
05250 PRINT
05260 PRINT "TO REACH YOUR GOAL, YOU MUST WORK HARD."
05262 PRINT
05264 PRINT
05270 PRINT "THE SAME PRINCIPLE IS INVOLVED--"
05280 PRINT "THE SAME SUBJECT IN BOTH PARTS OF THE SENTENCE."
05290 PRINT
05292 GOSUB 80000
05300 PRINT "TRY THIS ONE: "
05302 REM CONCEPT 3, QUESTION 1 (I)
05310 PRINT
05320 PRINT "TO SPEAK FRENCH PROPERLY, PRACTICE MUST BE CONTINUOUS."
05330 PRINT
05340 PRINT "DOES THIS SENTENCE HAVE A DANGLING MODIFIER?"
05350 PRINT "TYPE 'YES' OR 'NO'."
05360 PRINT
05370 PRINT
05380 INPUT I$
05390 IF I$="YES" THEN 05860
05400 IF I$="NO" THEN 05430
05410 PRINT N$
05420 GOTO 05320
05430 PRINT "NO, YOU'RE WRONG."
05432 LET I=0
05434 REM CONCEPT 3, REMEDIATION BRANCH, QUESTION 1 (I1)
05440 PRINT "WHAT IS THE SUBJECT OF THE CLAUSE"
05450 PRINT "'PRACTICE MUST BE CONTINUOUS'?"
05460 PRINT
05470 PRINT
05472 REM I1 ONLY COMES INTO PLAY IF I=0
05480 INPUT I1$
05490 IF I1$="PRACTICE" THEN 05520
05500 PRINT "NO, IT'S 'PRACTICE'."
05502 LET I1=0
05510 GOTO 05530
05520 LET I1=1
05530 PRINT "WHAT'S THE SUBJECT--WHO IS THE DOER--"
05540 PRINT "IN THE FIRST PART OF THE SENTENCE?"
05542 REM CONCEPT 3, REMEDIATION BRANCH, QUESTION 2 (I2)
05550 PRINT
05560 PRINT
05570 INPUT I2$
05580 IF I2$="YOU" THEN 05650
05590 IF I2$="ONE" THEN 05650

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05600 IF I2$="PERSON" THEN 05650
05610 PRINT "THE BEST ANSWER--BUT NOT THE ONLY ONE--"
05620 PRINT "IS SOMETHING LIKE 'YOU'"
05630 PRINT "OR 'A PERSON' OR 'ONE'."
05640 GOTO 05670
05650 PRINT "RIGHT."
05652 LET I2=1
05660 PRINT "THERE ARE SEVERAL POSSIBILITIES HERE."
05670 PRINT "THE IMPORTANT THING TO SEE IS THAT"
05680 PRINT "'PRACTICE' ISN'T WHAT WILL"
05690 PRINT "OR WILL NOT SPEAK FRENCH PROPERLY."
05700 PRINT
05710 PRINT "ONLY A PERSON CAN DO THAT."
05712 PRINT
05720 PRINT "THEREFORE, THE SENTENCE IS ILLOGICAL,"
05730 PRINT "BECAUSE THE INTRODUCTORY INFINITIVE PHRASE"
05740 PRINT "--'TO SPEAK FRENCH PROPERLY'-- DANGLES."
05750 PRINT "IT ISN'T CLEARLY ATTACHED TO ITS"
05760 PRINT "APPROPRIATE SUBJECT."
05770 PRINT
05772 GOSUB 80000
05780 PRINT "ONCE YOU SEE THIS, IT'S EASY TO CORRECT."
05782 PRINT
05790 PRINT "JUST MAKE SURE THAT BOTH PARTS OF THE SENTENCE"
05800 PRINT "HAVE THE SAME SUBJECT: "
05810 PRINT
05820 PRINT "IN ORDER TO SPEAK FRENCH PROPERLY,"
05830 PRINT "YOU MUST PRACTICE CONTINUOUSLY."
05840 PRINT
05842 GOSUB 80000
05850 GOTO 05920
05860 PRINT "RIGHT."
05862 LET I=1
05870 PRINT "THE FIRST AND SECOND PARTS DON'T HAVE"
05880 PRINT "THE SAME MAIN ACTOR, THE SAME SUBJECT;"
05890 PRINT "THEY SIMPLY DON'T REFER TO THE SAME THING."
05900 PRINT
05910 GOTO 05670
05912 REM SUMMARY OF INSTRUCTION
05920 PRINT "THERE ARE MANY OTHER KINDS OF DANGLING MODIFIERS,"
05930 PRINT "AND WE CAN'T LOOK AT THEM ALL."
05940 PRINT
05950 PRINT "BUT WE CAN REMEMBER TO BE AWARE OF THE DANGER"
05960 PRINT "THAT EXISTS IF WE AREN'T CAREFUL ABOUT"
05970 PRINT "THE LOGIC OF OUR SENTENCES."
05980 PRINT
05990 PRINT
06000 PRINT "THE BEST ONE CAN SAY ABOUT A DANGLING MODIFIER"
06010 PRINT "IS THAT IT'S CONFUSING."
06020 PRINT "THE WORST ONE CAN SAY IS THAT IT MAKES A SENTENCE LUDICROUS."
06022 GOSUB 80000
06024 GOSUB 40000
06025 REM ABOVE GOSUB PICKS UP L6,L7,L8,L9
06030 REM DECISION FRAME
06032 IF M1+M2+M3+M4+M5+M4+I+L6+L7+L8+L9=10 THEN 6600
06040 PRINT

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06050 PRINT "HERE ARE A FEW GOOD EXAMPLES: "
06052 REM DEP, QUESTION 1 (L)
06060 PRINT
06070 PRINT "AT THE AGE OF TEN, MY GRANDMOTHER DIED."
06072 LET Z$="WHAT DOES THE WRITER REALLY MEAN HERE?"
06074 PRINT Z$
06076 PRINT
06078 PRINT
06080 PRINT "WHO WAS TEN?"
06090 PRINT "TYPE '1' FOR GRANDMOTHER, '2' FOR ME."
06100 INPUT L$
06110 IF L$="1" THEN 06170
06120 IF L$="2" THEN 06150
06130 PRINT N9$
06140 GOTO 06080
06150 PRINT "OF COURSE, OTHERWISE "
06152 LET L=1
06160 GOTO 06190
06170 PRINT "THAT'S PRETTY STRANGE."
06172 LET L=0
06180 GOTO 06190
06190 PRINT "ALL ONE CAN SAY TO THAT IS"
06200 PRINT "THE WRITER IS CARELESS;"
06202 PRINT "IT SEEMS HIS GRANDMOTHER WAS MARRIED BY THE AGE OF NINE."
06210 PRINT
06220 PRINT
06222 REM DEP, QUESTION 2 (L2)
06230 PRINT "SWIMMING AS FAST AS POSSIBLE, THE SHORE FINALLY CAME INTO SIGHT."
06232 PRINT Z$
06240 PRINT "WHO WAS SWIMMING?"
06250 PRINT "TYPE '1' FOR ME, '2' FOR THE SHORE."
06255 INPUT L2$
06260 IF L2$="1" THEN 06300
06270 IF L2$="2" THEN 06340
06280 PRINT N9$
06290 GOTO 06240
06300 PRINT "YOU BET."
06310 PRINT "ANYTHING ELSE WOULD BE PRETTY."
06312 LET L2=1
06320 GOTO 06330
06330 PRINT "AMAZING--"
06332 GOTO 06350
06340 LET L2=0
06350 PRINT "HOW MANY SHORELINES CAN SWIM?"
06352 PRINT "ONCE AGAIN, THE WRITER HAS ALLOWED THE MODIFIER TO DANGLE--"
06353 PRINT "IT ISN'T CLEARLY ATTACHED TO WHAT IT MODIFIES."
06360 PRINT
06370 PRINT
06372 PRINT
06380 PRINT "READING A BOOK, THE POWER FAILED."
06382 PRINT Z$
06384 PRINT "WHO WAS READING?"
06390 PRINT "TYPE '1' FOR ME, '2' FOR THE POWER."
06400 INPUT L3$
06410 IF L3$="1" THEN 06450
06420 IF L3$="2" THEN 06480

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06430 PRINT N9$
06440 GOTO 06380
06450 PRINT "YES, OTHERWISE WE COULD ASK"
06462 LET L3=1
06470 GOTO 06486
06480 LET L3=0
06486 PRINT "HOW COULD 'POWER' BE SMART ENOUGH"
06490 PRINT "TO READ A BOOK AND STILL FAIL?"
06492 PRINT "(AT LEAST, THAT'S WHAT IT LOOKS LIKE HERE.)"
06500 PRINT
06510 PRINT
06512 GOSUB 80000
06520 PRINT "ONCE AGAIN,"
06540 PRINT "ALL THESE ERRORS CAN BE AVOIDED"
06545 PRINT "IF WE MAKE SURE THAT ALL PARTS OF THE SENTENCE,"
06560 PRINT "HAVE THE SAME SUBJECT,"
06570 PRINT "REFER TO THE SAME THING,"
06572 PRINT "OR ARE CLEARLY ATTACHED."
06580 PRINT
06590 PRINT
06600 PRINT
06610 PRINT "LET'S TRY A BRIEF QUIZ TO SEE IF YOU ARE READY TO GO ON."
06612 REM CRITERION TEST
06614 LET K$="CORRECT"
06616 LET W$="INCORRECT"
06620 PRINT
06622 PRINT
06624 PRINT "*****"
06626 PRINT "REMEMBER, A MODIFIER DANGLES"
06628 PRINT "UNLESS IT IS CLEARLY ATTACHED TO WHAT IT MODIFIES."
06630 PRINT "*****"
06632 PRINT
06634 PRINT
06636 PRINT "ANSWER 'YES' OR 'NO' DEPENDING ON WHETHER"
06650 PRINT "OR NOT YOU THINK THE SENTENCE DANGLES."
06652 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
06660 PRINT "1)"
06670 PRINT
06680 PRINT "SEEING SUSAN AGAIN, HAPPINESS WAS EVERYWHERE."
06690 PRINT
06700 LET J9$="DOES THIS SENTENCE HAVE A DANGLING MODIFIER--TYPE 'YES' OR 'NO'."
06710 PRINT J9$
06720 PRINT
06730 INPUT J$
06740 IF J$="YES" THEN 06780
06750 IF J$="NO" THEN 06820
06760 PRINT N9$
06770 GOTO 06670
06780 LET K$="CORRECT."
06790 PRINT K$
06800 LET J=1
06810 GOTO 06850
06820 LET W$="INCORRECT"
06830 PRINT W$
06840 LET J=0
06850 PRINT "2)"

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06860 PRINT "FAILING THE ENTIRE SEMESTER, HE DECIDED TO QUIT SCHOOL."

06870 PRINT J9\$

06880 PRINT

06890 PRINT

06900 INPUT J2\$

06910 IF J2\$="YES" THEN 06950

06920 IF J2\$="NO" THEN 06980

06930 PRINT N9\$

06940 GOTO 06850

06950 PRINT W\$

06960 LET J2=0

06970 GOTO 07000

06980 PRINT K\$

06990 LET J2=1

07000 PRINT "3)"

07010 PRINT "TO ENJOY GOOD FOOD, MONEY IS NEEDED."

07020 PRINT J9\$

07030 PRINT

07040 PRINT

07050 INPUT J3\$

07060 IF J3\$="YES" THEN 07100

07070 IF J3\$="NO" THEN 07130

07080 PRINT N9\$

07090 GOTO 07000

07100 PRINT K\$

07110 LET J3=1

07112 PRINT K\$

07120 GOTO 07150

07130 PRINT W\$

07140 LET J3=0

07150 PRINT "4)"

07160 PRINT "WALKING SLOWLY, THE MEADOW SEEMED TO GO ON FOREVER."

07170 PRINT

07180 PRINT

07190 PRINT

07200 PRINT J9\$

07210 PRINT

07220 PRINT

07230 INPUT J4\$

07240 IF J4\$="YES" THEN 07280

07250 IF J4\$="NO" THEN 07310

07260 PRINT N9\$

07270 GOTO 07150

07280 PRINT K\$

07290 LET J4=1

07292 PRINT K\$

07300 GOTO 07330

07310 PRINT W\$

07320 LET J4=0

07330 PRINT "5)"

07340 PRINT "WATCHING THE MOVIE ON TELEVISION,"

07350 PRINT "THE EXPERIENCE WAS A DISAPPOINTMENT."

07360 PRINT

07370 PRINT

07380 PRINT J9\$

07390 PRINT

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07400 PRINT
07410 INPUT J5$
07420 IF J5$="YES" THEN 07460
07430 IF J5$="NO" THEN 07490
07440 PRINT N9$
07450 GOTO 07330
07460 PRINT K$
07470 LET J5=1
07472 PRINT K$
07480 GOTO 07510
07490 PRINT W$
07500 LET J5=0
07510 PRINT "6)"
07520 PRINT "HAVING FOUND THE WALLET, I CALLED ITS OWNER."
07530 PRINT
07540 PRINT
07550 PRINT J9$
07560 PRINT
07570 PRINT
07580 INPUT J6$
07590 IF J6$="YES" THEN 07630
07600 IF J6$="NO" THEN 07660
07610 PRINT N9$
07620 GOTO 07510
07630 PRINT W$
07640 LET J6=0
07650 GOTO 07680
07660 PRINT K$
07670 LET J6=1
07680 REM ADDITIONAL QUESTIONS FOR DANGLE CT
07690 PRINT
07700 PRINT
07708 PRINT"7)"
07710 PRINT"HEARING HER SING LOUDLY, HE FELT ANNOYED."
07720 PRINT
07730 PRINT
07740 LETJ9$="DOES THIS SENTENCE HAVE A DANGLING MODIFIER--TYPE 'YES' OR 'NO'."
07750 PRINTJ9$
07760 LETK$="CORRECT"
07770 LET W$="INCORRECT"
07780 PRINT
07790 PRINT
07800 INPUT J7$
07810 IF J7$="YES" THEN7900
07820 IF J7$="NO" THEN7950
07830 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK AND TRY AGAIN."
07840 PRINTN9$
07850 GOTO 7710
07900 PRINTW$
07910 LET J7=0
07920 PRINT
07930 PRINT/
07940 GOTO 8000
07950 PRINT K$
07960 LET J7=1
07990 PRINT

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08000 PRINT
08010 PRINT"8)"
08020 PRINT"A FEELING OF JOY WAS EVERYWHERE, CELEBRATING CHRISTMAS."
08030 PRINT
08040 PRINT
08050 PRINT J9$
08060 PRINT
08070 PRINT
08080 INPUT J8$
08090 IF J8$="YES" THEN 8150
08100 IF J8$="NO" THEN 8200
08110 PRINT N9$
08120 GOTO 8020
08150 PRINTK$
08160 LET J8=1
08170 GOTO 8250
08200 PRINT
08210 PRINTW$
08220 LETJ8=0
08230 PRINT
08250 PRINT
08260 PRINT"9)"
08270 PRINT"WASN'T IT AWFUL THAT THEY"
08280 PRINT"RAN OVER THE PUSSYCAT DRIVING IN THEIR CAR?"
08290 PRINT
08300 PRINT
08310 PRINT J9$
08320 PRINT
08330 PRINT
08340 INPUTK1$
08350 IF K1$="YES" THEN 8400
08360 IF K1$="NO" THEN 8450
08370 PRINT N9$
08380 GOTO 8270
08400 PRINTK$
08410 LET K1=1
08420 GOTO 8500
08450 PRINT W$
08460 LET K1=0
08470 PRINT
08500 PRINT
08510 PRINT"10)"
08520 PRINT"SITTING IN THE BEST SEATS IN THE HOUSE,"
08530 PRINT"THE ELEPHANTS GAVE A SPECTACULAR PERFORMANCE."
08540 PRINT
08550 PRINT
08560 PRINT J9$
08570 PRINT
08580 PRINT
08590 INPUT K2$
08600 IF K2$="YES" THEN 8650
08610 IF K2$="NO" THEN 8700
08620 PRINT N9$
08630 GOTO 8520
08650 PRINT K$
08660 LET K2=1

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08670 GOTO 8750
08700 PRINT W$
08710 LET K2=0
08750 PRINT ""
08760 LET X$="YOUR SCORE FOR THIS QUIZ IS (OUT OF 10)"
08770 LET X=J+J2+J3+J4+J5+J6+J7+J8+K1+K2
08780 PRINT X$,X
08790 GOTO 90000
40000 REM EXTRA QUESTIONS ON DANGLE
40010 REM ACCESS VERSUS GOSUB ON LINE ????
40020 REM REFER TO SHEET A FOR QUESTIONS ON WHICH THE FOLLOWING ARE MODELED
40025 REM ONLY VARIABLE TO COUNT IS L6
40030 PRINT
40040 PRINT
40050 PRINT
40060 PRINT "LET'S LOOK AT ANOTHER: "
40070 PRINT
40080 PRINT
40090 PRINT "HAVING SUCH GOOD MANNERS,"
40100 PRINT "IT WAS SURPRISING TO SEE HER USE HER SLEEVE"
40110 PRINT "AS A HANDKERCHIEF."
40120 PRINT
40130 PRINT
40140 PRINT "DOES THIS SENTENCE CONTAIN A DANGLING MODIFIER?"
40150 PRINT "YES OR NO?"
40160 PRINT
40170 PRINT
40180 INPUT L6$
40190 IF L6$="YES" THEN 40300
40200 IF L6$="NO" THEN 41000
40210 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40220 GOTO 40090
40300 PRINT "RIGHT."
40310 LET L6=1
40320 PRINT
40330 PRINT "TO WHOM DOES THE FIRST PART ('HAVING SUCH GOOD MANNERS')?"
40340 PRINT "REFER--THE 'IT' OR THE 'SHE'?"
40350 PRINT
40360 INPUT L7$
40370 IF L7$="I" THEN 40450
40380 IF L7$="SHE" THEN 40550
40390 PRINT "YOUR ANSWER WAS NOT EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40400 PRINT
40410 GOTO 40330
40450 PRINT "NO--THE GOOD MANNERS OF THE 'IT'"
40452 LET L7=0
40460 PRINT "ARE THE REASON FOR THE SURPRISE;"
40470 PRINT
40480 PRINT "THE 'SHE' APPARENTLY USUALLY HAS GOOD MANNERS,"
40490 PRINT "AND THAT'S WHY HER ACTIONS NOW"
40500 PRINT "CAUSE SOME SURPRISE."
40510 GOTO 40700
40550 PRINT "RIGHT."
40552 LET L7=1
40560 PRINT "SHE APPARENTLY USUALLY HAS GOOD MANNERS--"
40570 PRINT "AND THAT'S WHY HER ACTIONS NOW"

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40560 PRINT "CAUSE SOME SURPRISE."
40700 PRINT
40710 PRINT "THEREFORE, THE TWO PARTS OF THE SENTENCE HAVE"
40720 PRINT "TWO DIFFERENT REFERENCE POINTS--THE 'IT' AND THE 'SHE'."
40722 GOSUB 40000
40730 PRINT
40740 PRINT "TO GET RID OF THE DANGLING MODIFIER,"
40750 PRINT "YOU HAVE TO MAKE SURE THAT"
40760 PRINT "BOTH PARTS OF THE SENTENCE HAVE THE SAME"
40770 PRINT "MAIN ACTORS."
40780 PRINT
40790 PRINT "YOU COULD CHANGE IT IN ONE OF THE FOLLOWING WAYS: "
40800 PRINT
40810 PRINT "HAVING SUCH GOOD MANNERS, SHE SURPRISED US"
40820 PRINT "BY USING HER SLEEVE AS A HANDKERCHIEF."
40830 PRINT
40840 PRINT "OR"
40850 PRINT
40860 PRINT "IT WAS SURPRISING THAT ALTHOUGH SHE HAD GOOD MANNERS,"
40870 PRINT "SHE USED HER SLEEVE AS A HANDKERCHIEF."
40880 PRINT
40890 PRINT "YOU CAN THINK UP SEVERAL POSSIBILITIES OF YOUR OWN."
40900 PRINT
40910 PRINT "BUT JUST NOTICE THAT IN THE TWO CORRECTIONS"
40920 PRINT "THAT YOU'VE JUST SEEN,"
40940 PRINT "THE RELATED PARTS OF THE SENTENCE"
40950 PRINT "ARE CLEARLY CONNECTED."
40960 PRINT "THIS IS THE PRINCIPLE THAT YOU"
40970 PRINT "WANT TO REMEMBER."
40972 GOSUB 80000
40980 PRINT
40990 GOTO 42000
41000 PRINT
41010 PRINT "NO."
41020 LET L6=0
41030 PRINT "ASK YOURSELF, IS THE MAIN ACTOR THE SAME"
41040 PRINT "IN BOTH PARTS OF THE SENTENCE?"
41050 PRINT
41060 PRINT
41070 GOTO 40330
42000 PRINT
43000 REM SECOND EXTRA QUESTION ON DANGLES
43010 REM PROGRAMME DANGLE2
43020 REM ACCESS VIA GOSUB AT LINE ?????
43030 PRINT
43040 PRINT
43050 PRINT "HERE'S ANOTHER: "
43060 PRINT
43070 PRINT "A SENSE OF WONDER WAS ALL AROUND,"
43080 PRINT "WATCHING THE CHILDREN'S FACES IN THE TOYSHOP."
43090 PRINT
43100 PRINT
43110 PRINT "DOES THIS SENTENCE CONTAIN A DANGLING MODIFIER?"
43120 PRINT "YES OR NO?"
43130 PRINT
43140 PRINT

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43150 INPUT L8$
43160 IF L8$="YES" THEN 43200
43170 IF L8$="NO" THEN 46000
43180 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
43190 GOTO 43070
43200 PRINT "GOOD."
43205 LET L8=1
43207 PRINT
43210 PRINT "YOU COULD ASK WHO WAS WATCHING THE CHILDREN'S FACES--"
43220 PRINT "WAS IT THE 'ME' OF THE SENTENCE OR"
43230 PRINT "THE SENSE OF WONDER?"
43240 PRINT
43250 PRINT "TYPE EITHER 'ME' OR 'WONDER'."
43260 PRINT
43270 PRINT
43280 INPUT L9$
43290 IF L9$="ME" THEN 43400
43300 IF L9$="WONDER" THEN 43700
43310 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
43320 PRINT
43330 GOTO 43210
43400 PRINT "GOOD."
43402 LET L9=1
43410 PRINT "A SENSE OF WONDER CAN'T WATCH ANYTHING--"
43420 PRINT "IT IS NOT ALIVE IN THE USUAL SENSE OF THE WORD."
43430 PRINT
43440 PRINT
43450 GOTO 45500
43700 PRINT "NOT VERY LIKELY--"
43702 LET L9=0
43710 PRINT "A SENSE OF WONDER IS NOT ALIVE IN THE WAY"
43720 PRINT "WE USUALLY THINK OF 'ALIVE'."
43730 PRINT
43740 PRINT "THEREFORE, IT CAN'T WATCH ANYTHING."
43750 PRINT
43755 PRINT "THE 'ME', OF COURSE, CAN WATCH."
43760 PRINT "AND THAT'S WHAT THE SENTENCE IS ALL ABOUT."
45500 PRINT "YOU COULD CORRECT THIS SENTENCE IN SEVERAL WAYS."
45510 PRINT
45520 PRINT "A SENSE OF WONDER WAS ON THE CHILDREN'S FACES"
45530 PRINT "AS I WATCHED THEM IN THE TOYSHOP."
45540 PRINT
45550 PRINT "OR"
45560 PRINT
45570 PRINT "WATCHING THE CHILDREN IN THE TOYSHOP,"
45580 PRINT "I FELT A SENSE OF WONDER ALL ABOUT."
45590 PRINT
45600 PRINT "THE MAIN THING TO WATCH OUT FOR"
45610 PRINT "IS THAT ALL PARTS OF THE SENTENCE HAVE"
45620 PRINT "THE SAME POINT OF REFERENCE."
45630 PRINT
45640 PRINT "IN THIS CASE, THE 'ME'."
45642 GOSUB 80000
45645 GOTO 46040
46000 PRINT "SORRY, YOU'RE WRONG."
46010 LET L8=0

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46020 PRINT "IF YOU YOU HAVE TROUBLES WITH THIS"
46030 GOTO 43210
46040 RETURN
46042 REM RETURNS TO6025
50000 REM INSERTED AT 4830 VIA GOSUB: WILL PICK UP M1,M2,M3,M4 AS PART OF C2
50010 REM WRITTEN BY ANNE BLOTT
50020 PRINT
50030 PRINT
50040 PRINT"MODIFIERS CAN DANGLE FROM THE END OF SENTENCES"
50050 PRINT"AS WELL AS FROM THE BEGINNING."
50060 PRINT
50070 PRINT"AGAIN, THE RESULTS CAN BE QUITE FUNNY."
50072 PRINT""
50074 PRINT"*****"
50076 PRINT"REMEMBER THE GENERAL PRINCIPLE:  "
50078 PRINT""
50080 PRINT"A MODIFIER MUST BE CLEARLY ATTACHED"
50082 PRINT"TO THAT PART OF THE SENTENCE"
50084 PRINT"WHICH IT MODIFIES."
50086 PRINT
50088 PRINT"*****"
50090 PRINT
50092 PRINT"LOOK AT THE FOLLOWING EXAMPLE OF A DANGLING"
50100 PRINT"PARTICIPIAL PHRASE, THIS TIME"
50110 PRINT"AT THE END OF A SENTENCE."
50120 PRINT
50130 PRINT
50140 PRINT"GRANDMA MET THE MILKMAN COMING DOWN DOWNSTAIRS IN HER NIGHTGOWN."
50150 PRINT
50160 PRINT
50170 PRINT"NOW ASK YOURSELF WHO IS SUPPOSED TO BE COMING  "
50180 PRINT"DOWN THE STAIRS IN A NIGHTGOWN?"
50190 PRINT
50200 PRINT
50210 PRINT"TYPE '1' FOR MILKMAN, '2' FOR GRANDMA."
50220 PRINT
50230 PRINT
50240 INPUT M1
50250 IF M1="2" THEN 50410
50260 PRINT""
50270 PRINT"NO, THE WRITER MEANT THAT GRANDMA WAS"
50280 PRINT"COMING DOWN IN HER NIGHTGOWN"
50290 LET M1=0
50300 PRINT
50310 PRINT"UNFORTUNATELY, BY LETTING THAT MODIFYING PHRASE"
50320 PRINT"DANGLE AT THE END OF THE SENTENCE,"
50330 PRINT"THE WRITER HAS OBSCURED HIS MEANING"
50340 PRINT"SO THAT IT LOOKS AS IF THE MILKMAN"
50350 PRINT"(WHICH IS THE CLOSEST SENTENCE ELEMENT)"
50360 PRINT"IS DESCRIBED BY THE PHRASE"
50370 PRINT"'COMING DOWN THE STAIRS IN HER NIGHTGOWN'."
50380 PRINT
50390 GOSUB 80000
50400 GOTO 50600
50410 PRINT
50420 PRINT"YES, OF COURSE, SHE IS."

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50430 PRINT"YOU USED YOUR COMMON SENSE TO SEE THAT."

50440 LET M1=1

50450 PRINT"YOU SIMPLY IGNORED THE INCORRECT PLACEMENT"

50460 PRINT"OF 'MILKMAN' (THE CLOSEST SENTENCE ELEMENT)"

50470 PRINT"BESIDE THE MODIFIER THAT IMMEDIATELY FOLLOWED IT"

50480 PRINT"('COMING DOWN THE STAIRS')."

50490 PRINT

50500 PRINT

50510 GOSUB 80000

50600 PRINT

50610 PRINT

50620 PRINT"LET'S TRY A PRACTICE QUESTION"

50630 PRINT"ON THIS PRINCIPLE."

50640 PRINT

50650 PRINT

50660 PRINT"THEY WERE DELIGHTED TO FIND A PATCH"

50670 PRINT"OF WILD STRAWBERRIES HIKING DOWN THE TRAIL."

50680 PRINT

50690 PRINT

50700 PRINT"DOES THIS SENTENCE CONTAIN A DANGLING MODIFIER?"

50710 PRINT

50720 PRINT"JUST ANSWER 'YES' OR 'NO'."

50730 PRINT

50740 PRINT

50750 INPUT M2\$

50760 IF M2\$="YES" THEN 50800

50770 IF M2\$="NO" THEN 50900

50780 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK AND TRY AGAIN."

50790 GOTO 50650

50800 PRINT"YOU'RE RIGHT."

50810 LET M2=1

50820 PRINT"YOU CAN EASILY SEE HERE HOW"

50830 PRINT"THE MODIFYING PARTICIPIAL"

50840 PRINT"PHRASE ISN'T PROPERLY ATTACHED"

50850 PRINT"TO ITS INTENDED SUBJECT ('THEY')." ⁴/₁

50852 GOSUB 80000

50860 PRINT

50870 PRINT

50880 GOTO 51064

50900 PRINT"SORRY,"

50910 PRINT"BUT NOW YOU HAVE STRAWBERRIES"

50920 PRINT"HIKING DOWN THE TRAIL--"

50930 PRINT"SOMETHING YOU PROBABLY DON'T INTEND TO SAY."

50940 LET M2=0

50950 PRINT

50960 PRINT "THE PROBLEM IS THAT THE INTENDED CONNECTION"

50970 PRINT "BETWEEN 'THEY' AND 'HIKING DOWN THE TRAIL' HAS BEEN BROKEN."

50980 PRINT

50990 PRINT"IF YOU CORRECT THIS SENTENCE,"

51000 PRINT"YOU WILL PROBABLY WRITE SOMETHING"

51010 PRINT"LIKE THE FOLLOWING: "

51020 PRINT

51030 PRINT

51040 PRINT"HIKING DOWN THE TRAIL,"

51050 PRINT"THEY WERE DELIGHTED TO FIND"

51060 PRINT"A PATCH OF WILD STRAWBERRIES."

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51062 GOSUB 80000
51064 PRINT"LOOK AT THE FOLLOWING UNINTENDED JOKE:  "
51066 PRINT
51068 PRINT"IN SHADES OF GREEN, THE TEACHERS PAINTED"
51070 PRINT"THE FACULTY LOUNGE."
51072 PRINT
51074 PRINT"WHATEVER ELSE YOU CAN SAY ABOUT YOU'RE TEACHERS,"
51076 PRINT"THEY PROBABLY AREN'T GREEN."
51078 PRINT
51500 PRINT
51510 REM END OF FIRST, EXTRA QUESTION
52000 PRINT
52020 PRINT
52030 PRINT"WHAT YOU HAVE BEEN LOOKING AT HERE"
52040 PRINT"IS A PREPOSITIONAL PHRASE"
52050 PRINT"WHICH DANGLES ABSURDLY OUT OF PLACE"
52060 PRINT"AT THE BEGINNING OF A SENTENCE."
52070 GOSUB 80000
52080 PRINT
52090 PRINT"THE SAME PROBLEM CAN ARISE"
52100 PRINT "AT THE END OF A SENTENCE TOO:  "
52110 PRINT
52120 PRINT
52130 PRINT"LAST NIGHT, I SHOT A BEAR IN MY PYJAMAS."
52140 PRINT"(HOW HE GOT IN MY PYJAMAS, I'LL NEVER KNOW.)"
52150 PRINT
52160 PRINT
52170 PRINT"TO GET THE BEAR OUT OF YOUR PYJAMAS"
52180 PRINT"IS REALLY QUITE SIMPLE."
52190 PRINT
52200 PRINT "YOU SIMPLY ATTACH THAT PHRASE"
52210 PRINT"TO THE PERSON TO WHOM IT BELONGS--"
52220 PRINT"IN THIS CASE 'I'."
52230 PRINT
52240 PRINT
52250 PRINT"LAST, NIGHT IN MY PYJAMAS, I SHOT A BEAR."
52260 PRINT
52270 PRINT
52280 PRINT"IS THERE A DANGLING MODIFIER IN THE FOLLOWING SENTENCE?"
52290 PRINT
52300 PRINT""
52310 PRINT"THE PRETTY GIRL SAT WATCHING"
52320 PRINT"THE SEAGULL FLYING OVERHEAD"
52330 PRINT"IN A RED BIKINI."
52340 PRINT
52350 PRINT
52360 PRINT"JUST ANSWER 'YES' OR 'NO'."
52370 PRINT
52380 PRINT
52390 INPUT M3$
52400 IF M3$="YES" THEN 52500
52410 IF M3$="NO" THEN 52600
52420 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN>"
52430 PRINT
52440 GOTO 52280
52500 PRINT"YOU'RE RIGHT,"

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52510 LET M3=1
52520 PRINT"SINCE THE NEAREST NOUN TO THE"
52530 PRINT"MODIFYING PHRASE"
52540 PRINT"'IN A RED BIKINI' IS 'SEAGULL'."
52550 PRINT
52560 PRINT"SEME SEAGULL. SOME BIKINI."
52570 PRINT
52580 PRINT
52590 GOTO 53000
52600 PRINT"SORRY,"
52610 LET M3=0
52620 PRINT"BUT THE WRITER LIKELY INTENDED"
52630 PRINT"TO HAVE THE PRETTY GIRL"
52640 PRINT"(NOT THE SEAGULL)"
52650 PRINT"IN THE RED BIKINI."
52660 PRINT
52670 PRINT
52680 PRINT"SO THE SENTENCE SHOULD BE REVISED"
52690 PRINT"TO CONNECT THE TWO ELEMENTS"
52700 PRINT"THAT BELONG TOGETHER."
52710 PRINT
52720 PRINT
52730 PRINT"THE PRETTY GIRL IN THE RED BIKINI"
52740 PRINT"SAT WATCHING THE SEAGULL FLY OVERHEAD."
52742 GOSUB 80000
52750 PRINT
52760 PRINT
53000 PRINT
55000 REM EXTRA EXPLANATION WRITTEN BY ANNE BLOTT
55020 PRINT
55030 PRINT
55040 PRINT"AS YOU KNOW,"
55050 PRINT"MANY DIFFERENT SENTENCE ELEMENTS"
55060 PRINT"CAN ACT AS MODIFIERS."
55070 PRINT
55080 PRINT
55090 PRINT"YOU HAVE SEEN"
55100 PRINT"PREPOSITIONAL PHRASES AND PARTICIPIAL PHRASES"
55110 PRINT"ACTING AS MODIFIERS."
55120 PRINT
55130 PRINT"WE'LL LOOK NOW AT AN EXAMPLE OF A MODIFYING CLAUSE."
55140 PRINT
55150 PRINT
55160 GOSUB 80000
55170 PRINT
55180 PRINT"THE GIRL WHO IS GOING OUT WITH HIS COUSIN"
55190 PRINT"WILL BE HERE FOR SUPPPER TONIGHT."
55200 PRINT
55210 PRINT
55220 PRINT"THIS SENTENCE HAS ITS SUBJECT 'THE GIRL'"
55230 PRINT"MODIFIED BY THE CLAUSE"
55240 PRINT"'WHO IS GOING OUT WITH HIS COUSIN'."
55242 PRINT
55244 PRINT
55246 PRINT"DOES THE SENTENCE HAVE A DANGLING MODIFIER?"
55248 PRINT"JUST ANSWER YES OR NO."

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55250 PRINT
55254 INPUT M5$
55256 IF M5$="NO" THEN 55264
55258 IF M5$="YES" THEN 55268
55260 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
55262 GOTO 55246
55264 PRINT"GOOD."
55266 LET M5=1
55267 GOTO 55274
55268 PRINT "SORRY, YOU'RE WRONG."
55269 LET M5=0
55270 GOTO 55274
55274 PRINT"THERE IS NOTHING WRONG WITH"
55280 PRINT"THE SENTENCE, BECAUSE THE MODIFIER"
55290 PRINT"IS CLEARLY ATTACHED TO THE WORD"
55300 PRINT"IT IS INTENDED TO MODIFY."
55310 PRINT
55320 PRINT"IT FOLLOWS IT DIRECTLY AND,"
55330 PRINT"INDEED, DOESN'T EVEN HAVE COMMAS"
55340 PRINT"INTERRUPTING THE CLOSE CONNECTION"
55350 PRINT"BETWEEN 'THE GIRL' AND ITS RESTRICTIVE MODIFIER"
55352 PRINT("WHO IS GOING OUT WITH YOUR COUSIN')."
55360 PRINT
55370 PRINT
55380 GOSUB 80000
55390 PRINT
55400 PRINT"BUT LOOK AT THIS EXAMPLE: "
55410 PRINT "HE BOUGHT A RING FOR HIS FIANCEE"
55420 PRINT"WHICH HAD A FIVE-YEAR GUARANTEE."
55430 PRINT
55440 PRINT
55450 PRINT"HERE THE MODIFYING CLAUSE"
55460 PRINT("WHICH HAD A FIVE-YEAR GUARANTEE")
55470 PRINT"DANGLES--IT ISN'T CLEARLY ATTACHED"
55480 PRINT "TO THE TERM IT MODIFIES ('A RING')."
55490 PRINT
55500 PRINT"INSTEAD IT SEEMS TO BE MODIFYING"
55510 PRINT"THE ELEMENT CLOSEST TO IT"
55520 PRINT("HIS FIANCEE')."
55522 GOSUB 80000
55530 PRINT
55540 PRINT"THIS IS PRETTY STRANGE,"
55550 PRINT"SINCE FIANCEES DON'T COME"
55560 PRINT"WITH FIVE-YEAR GUARANTEES."
55570 PRINT
55580 PRINT"THE SENTENCE SHOULD BE REPHRASED"
55590 PRINT"SO THAT THE ELEMENTS THAT BELONG TOGETHER,"
55600 PRINT "STAY TOGETHER: "
55610 PRINT
55620 PRINT "HE BOUGHT A RING WITH A FIVE-YEAR"
55630 PRINT"GUARANTEE FOR HIS FIANCEE."
55640 PRINT
55650 PRINT
55660 PRINT"DOES THE FOLLOWING SENTENCE CONTAIN A DANGLING MODIFIER?"
55680 PRINT
55690 PRINT

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55700 PRINT"SHE WANTED TO GET A DEMONSTRATOR"
55710- PRINT"FROM A CAR DEALER THAT WAS ALREADY"
55720 PRINT"BROKEN IN."
55730 PRINT
55740 PRINT
55750 PRINT""THAT WAS ALREADY BROKEN IN""
55760 PRINT "IS THE CLAUSE THAT MAY DANGLE HERE."
55770 PRINT
55780 PRINT"IT SHOULD BE ATTACHED TO"
55790 PRINT"A)SHE"
55800 PRINT"B)DEMONSTRATOR"
55810 PRINT"C)CAR DEALER"
55820 PRINT
55830 PRINT
55840 PRINT"JUST TYPE THE LETTER."
55850 PRINT
55860 PRINT
55870 INPUT M4$
55880 IF M4$="A" THEN 56000
55900 IF M4$="C" THEN 57000
55910 IF M4$="B" THEN 56500
55920 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
55930 PRINT
55940 GOTO 55660
56000 PRINT"BY CONNECTING IT TO 'SHE'"
56010 PRINT"YOU ARE MAKING THE SAME KIND OF MISTAKE"
56020 PRINT"THE SENTENCE DOES."
56030 PRINT
56040 LET M4=0
56050 PRINT""THAT WAS ALREADY BROKEN IN""
56060 PRINT"CANNOT BE APPLIED TO 'SHE'"
56070 PRINT"SINCE PEOPLE DON'T GET BROKEN IN,"
56080 PRINT"ALTHOUGH CARS DO."
56090 PRINT
56100 PRINT"(THE SAME LOGIC SHOWS YOU"
56110 PRINT"WHAT IS WRONG WITH THE CLAUSE"
56120 PRINT"BEING ATTACHED TO 'CAR DEALER'.)"
56130 PRINT
56140 PRINT
56150 PRINT"THE SENTENCE SHOULD READ"
56160 PRINT
56170 PRINT""SHE WANTED TO GET A DEMONSTRATOR"
56180 PRINT"THAT WAS ALREADY BROKEN IN"
56190 PRINT"FROM A CAR DEALER."
56192 GOSUB 80000
56200 PRINT
56210 PRINT
56220 GOTO 57500
56500 PRINT"RIGHT."
56510 LET M4=1
56520 PRINT"NATURALLY, A 'DEMONSTRATOR'"
56530 PRINT "IS THE ONLY THING IN THE SENTENCE"
56540 PRINT"THAT WE WOULD WANT TO THINK OF AS"
56550 PRINT"BEING BROKEN IN."
56560 PRINT
56570 PRINT"PEOPLE (LIKE 'SHE' OR THE 'CAR DEALER')"
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56580 PRINT"CAN'T BE BROKEN IN THE WAY A CAR CAN."
56590 PRINT
56600 PRINT"THE SENTENCE SHOULD READ"
56610 PRINT
56620 PRINT "'SHE WANTED TO GET A DEMONSTRATOR"
56630 PRINT"THAT WAS ALREADY BROKEN IN"
56640 PRINT"FROM A CAR DEALER."
56642 GOSUB 80000
56650 PRINT
56660 PRINT
56670 GOTO 57500
57000 PRINT "NO, THAT'S WHAT'S WRONG WITH THE SENTENCE NOW."
57010 LET M4=0
57020 PRINT
57030 PRINT"THAT WAS ALREADY BROKEN IN"
57040 PRINT"SEEMS TO APPLY TO THE CAR DEALER"
57050 PRINT"IN THIS SENTENCE--WHICH IS PRETTY STRANGE."
57060 PRINT
57070 PRINT"(THE SAME PROBLEM ARISES IF YOU TRY "
57080 PRINT"TO ATTACH IT TO 'SHE'.)"
57090 PRINT
57100 PRINT"THINGS LIKE DEMOSNTRATOR CARS"
57110 PRINT"--NOT PEOPLE--GET BROKEN IN."
57120 PRINT
57130 PRINT"THEFORE, THE SENTENCE SHOULD READ; "
57140 PRINT
57150 PRINT"SHE WANTED TO GET A DEMONSTRATOR"
57160 PRINT"THAT WAS ALREADY BROKEN IN"
57170 PRINT"FROM A CAR DEALER."
57180 PRINT
57190 PRINT"THIS WAY, THERE IS NO DOUBT"
57200 PRINT"WHAT IS 'ALREADY BROKEN IN'--"
57210 PRINT"THE CAR, NOT EITHER OF THE PERSONS."
57212 GOSUB 80000
57220 PRINT
57230 PRINT
57240 GOTO 57500
57500 PRINT
57510 RETURN
57520 REM RETURNS TO 4840
80000 PRINT
80010 PRINT
80020 PRINT
80030 PRINT"TO CONTINUE, TYPE '1' AND THE RETURN KEY."
80040 PRINT
80050 PRINT
80060 INPUT P9$
80070 IF P9$="1" THEN 80090
80080 IF P9$<>"1" THEN 80090
80090 PRINT
80100 PRINT
80110 RETURN
90000 PRINT "PATTERN OF ANSWERS"
90010 PRINT
90020 PRINT
90110 PRINT"C1"A;B;D;D1;E;F1;F2;G;G1;H

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90120 PRINT"DEP1"H4;H5;H6;H7
90130PRINT"C2"M1;M2;M3;M5;M4;I;L6;L7;L8;L9
90140 PRINT"DEP2"L;L2;L3
90150 PRINT"CT" J;J2;J3;J4;J5;J6;J7;J8;K1;K2
90200PRINT Z9\$
99999 END

XVERB

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00010 REM THIS UPDATE 11 MARCH-78--AK
00100 REM LESSON ON VERB --AGREEMENT WITH SUBJECT. LAY/LIE
00110 REM VANIER COLLEGE/CONCORDIA U
00120 REM WRITTEN BY A KELLER
00140 REM 1ST DRAFT
00142 PRINT "PLEASE ENTER YOUR NAME AND ID NUMBER."
00144 PRINT
00146 PRINT
00148 INPUT Z9$
00150 PRINT "IN THIS LESSON"
00160 PRINT "WE'LL LOOK AT VERBS AND THE FORMS THEY TAKE"
00170 PRINT "IN VARIOUS KINDS OF SENTENCES."
00180 PRINT
00190 PRINT
00200 PRINT "A VERB, YOU'LL RECALL,"
00210 PRINT "IS A WORD THAT TELLS US ABOUT THE SUBJECT "
00220 PRINT "IN A SENTENCE: "
00230 PRINT
00240 PRINT "IT ASSERTS SOMETHING,"
00250 PRINT "IT ASKS SOMETHING,"
00260 PRINT "IT SHOWS AN ACTION OR A STATE OF BEING."
00270 PRINT
00276 GOSUB 80000
00280 PRINT
00290 PRINT "FOR INSTANCE,"
00300 PRINT "IN 'THE CHILDREN SANG',"
00310 PRINT "'SANG' IS THE WORD THAT TELLS US"
00320 PRINT "WHAT THE SUBJECT OF THE SENTENCE (CHILDREN) DID."
00330 PRINT
00340 PRINT "THEY SANG."
00350 PRINT
00356 GOSUB 80000
00360 PRINT "A VERB MUST AGREE WITH ITS SUBJECT"
00370 PRINT "IN PERSON"
00380 PRINT "(THE FIRST, SECOND, OR THIRD PERSONS----"
00390 PRINT "I, YOU, OR HE)"
00400 PRINT "AND IT MUST AGREE IN NUMBER"
00410 PRINT "(SINGULAR OR PLURAL)."
00420 PRINT
00430 PRINT
00436 GOSUB 80000
00440 PRINT "IN ADDITION,"
00450 PRINT "VERBS CHANGE THEIR FORM"
00460 PRINT "DEPENDING ON THEIR TENSE."
00470 PRINT ""
00480 PRINT "CHANGES IN TENSE MUST BE CONSISTENT"
00490 PRINT "ALL THROUGH A SENTENCE."
00500 PRINT
00502 REM START OF CONCEPT 1
00510 PRINT "FOR EXAMPLE,"
00520 PRINT "CHOOSE THE CORRECT WORD IN THE FOLLOWING SENTENCE:"
00530 PRINT
00540 PRINT "HAVING CRIED FOR TWO HOURS, THE CHILD (WAS/IS) PICKED UP BY HIS MOTHER."
00550 PRINT
00560 PRINT
00570 INPUT A1$

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00580 IF A1$="WAS" THEN 700
00590 IF A1$="IS" THEN 800
00600 LET N9$="YOUR ANSWER WAS NOT EXPECTED. PLEASE TRY AGAIN."
00610 PRINT N9$
00620 GOTO 540
00700 PRINT "RIGHT."
00710 LET A1=1
00720 PRINT "THE CONTEXT OF THE SENTENCE MAKES IT CLEAR THAT"
00730 PRINT "THE ACTION TOOK PLACE IN THE PAST;"
00740 PRINT
00750 PRINT "THE VERB, THEREFORE, MUST ALSO BE IN THE PAST TENSE."
00760 PRINT
00770 PRINT
00775 GOSUB 80000
00780 GOTO 900
00800 PRINT "NO, THE RIGHT ANSWER IS 'WAS'."
00810 LET A1=0
00820 PRINT "LOOK AT THE SENTENCE AGAIN."
00830 PRINT
00840 PRINT "HAVING CRIED FOR TWO HOURS, THE CHILD (WAS/IS) PICKED UP BY HIS MOTHER."
00850 PRINT
00860 GOTO 720
00900 PRINT
00910 PRINT "TRY THIS ONE:"
00920 PRINT
00930 PRINT
00940 PRINT "WE CAN HAVE CONFLICTING IDEAS ABOUT STRIKES IN THE PUBLIC"
00950 PRINT "SERVICE, ESPECIALLY WHEN WE THOUGHT ABOUT THE PUBLIC GOOD."
00960 PRINT
00970 PRINT
00980 PRINT "WHICH VERB NEEDS CORRECTING HERE--JUST TYPE ONE WORD ONLY."
00990 PRINT
01000 PRINT
01010 PRINT
01020 INPUT A2$
01030 IF A2$="THOUGHT" THEN 1050
01040 PRINT "NO, 'THOUGHT' IS INCORRECT."
01042 LET A2=0
01044 GOTO 1100
01050 LET A2=1
01100 PRINT "TO WHAT SHOULD IT BE CHANGED?"
01110 PRINT
01130 PRINT
01140 PRINT
01150 INPUT A3$
01160 IF A3$="THINK" THEN 1200
01170 PRINT "NO, THE RIGHT ANSWER IS 'THINK.'"
01172 LET A3=0
01174 PRINT
01180 GOTO 1230
01182 PRINT "TRY AGAIN."
1200 PRINT
01210 PRINT "RIGHT."
01220 LET A3=1
01230 PRINT "THE SENTENCE DOES NOT SAY THAT THE ACTION TOOK PLACE IN THE PAST;"
01240 PRINT "THEREFORE, WE DID NOT THINK OF IT IN THE PAST."

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01250 PRINT "BUT ARE THINKING OF IT NOW."
01256 GOSUB 80000
01260 GOTO 1300
01300 GOTO 48000
01302 REM PICKS UP EXTRA QUESTIONS ON C1 (L8,L9,R1,R2)
01304 REM START OF CONCEPT 2
01310 PRINT "LET'S LOOK AT THE QUESTION OF AGREEMENT OF THE SUBJECT AND VERB."
01312 REM LINE 1312 IS START OF C2 (SING/PLURAL)
01320 PRINT
01330 PRINT "PUT MOST SIMPLY,"
01340 PRINT "A SINGULAR SUBJECT TAKES THE SINGULAR FORM OF THE VERB:"
01350 PRINT
01360 PRINT "AND JUST AS YOU MIGHT EXPECT,"
01370 PRINT "A PLURAL SUBJECT TAKES THE PLURAL FORM OF THE VERB."
01380 PRINT
01390 PRINT
01400 PRINT "AN EASY EXAMPLE WOULD BE SOMETHING LIKE"
01410 PRINT "'SHE SERVES SOUP EVERY SUNDAY'."
01420 PRINT
01430 PRINT "HERE, 'SHE' IS SINGULAR AND SO IS 'SERVES'."
01440 PRINT
01450 PRINT
01456 GOSUB 80000
01460 PRINT "IF 'SHE' WERE CHANGED TO 'THEY',"
01470 PRINT "(THAT IS, A SINGULAR SUBJECT CHANGED TO A PLURAL ONE)"
01480 PRINT "THE SENTENCE WOULD HAVE TO READ"
01490 PRINT "'THEY SERVE SOUP EVERY SUNDAY'."
01500 PRINT
01510 PRINT "'SERVE' IS THE THIRD PERSON PLURAL"
01520 PRINT "AND AGREES WITH THE SUBJECT 'THEY'."
01530 PRINT
01540 PRINT
01550 PRINT "NOT EVERY CASE IS QUITE SO CLEAR-CUT, HOWEVER."
01560 PRINT
01570 PRINT "FOR INSTANCE,"
01580 PRINT "TRY THIS:"
01590 PRINT
01600 PRINT "THE BOOK THAT HE GAVE TO THE KIDS (WAS/WERE) BOUGHT JUST YESTERDAY."
01610 PRINT
01620 PRINT
01630 PRINT "JUST CHOOSE THE RIGHT WORD."
01640 PRINT
01650 PRINT
01660 PRINT
01670 INPUT B1$
01680 IF B1$="WAS" THEN 1800
01690 IF B1$="WERE" THEN 1900
01700 PRINT N9$
01710 GOTO 1600
1800 PRINT "RIGHT."
01810 LET B1=1
01820 PRINT "'BOOK' IS THE SUBJECT OF THE SENTENCE"
01830 PRINT "AND IS SINGULAR."
01840 PRINT
01850 PRINT "THEREFORE THE VERB HAS TO BE SINGULAR"
01860 PRINT "IN THIS CASE 'WAS' INSTEAD OF 'WERE'."

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01870 PRINT
01880 PRINT
01886 GOSUB 80000
01890 GOTO 2000
01900 PRINT "NO."
01910 LET B1=0
01920 PRINT "YOU'VE LET THE WORDS THAT COME BETWEEN"
01930 PRINT "'BOOK' (THE SUBJECT) AND 'WAS' (THE VERB)"
01940 PRINT "CONFUSE YOU."
01950 PRINT
01960 PRINT "ALTHOUGH 'KIDS' IS CLOSEST TO THE VERB IN THIS SENTENCE,"
01970 PRINT "AND IT IS PLURAL, IT'S NOT THE SUBJECT OF THE SENTENCE."
01980 PRINT "(IT HAPPENS TO BE THE INDIRECT OBJECT HERE.)"
01990 GOTO 1820
02000 PRINT
02010 PRINT
02020 PRINT "LET'S DO ANOTHER."
02030 PRINT
02040 PRINT
02050 REM THIS IS THE SECOND QUESTION ON CONCEPT B.
02060 PRINT "THE OLD MANSION WITH ITS CREAKY STAIRCASES, ITS DARK"
02070 PRINT "CORRIDORS, AND ITS MUSTY SMELL (SEEM/SEEMS) EERIE AT NIGHT."
02080 PRINT
02090 PRINT
02100 PRINT "JUST PICK THE RIGHT WORD IN PARENTHESES."
02110 PRINT
02120 PRINT
02130 PRINT
02140 INPUT B2$
02150 IF B2$="SEEMS" THEN 2200
02160 IF B2$="SEEM" THEN 2300
02170 PRINT N9$
02180 GOTO 2060
02200 PRINT "RIGHT."
02210 LET B2=1
02220 PRINT "ALTHOUGH THE SENTENCE GOES ON ABOUT CREAKY STAIRCASES,"
02230 PRINT "MUSTY SMELLS AND SO FORTH,"
02240 PRINT "THE SUBJECT IS 'MANSION'."
02250 PRINT
02260 PRINT "AND SINCE 'MANSION' IS SINGULAR,"
02270 PRINT "SO MUST BE THE VERB."
02280 PRINT
02290 GOTO 2400
02300 PRINT "NO, THE RIGHT ANSWER IS 'SEEMS'."
02310 LET B2=0
02320 PRINT "YOU'VE LET YOURSELF BE MISLED BY"
02330 PRINT "ALL THE WORDS THAT COME BETWEEN"
02340 PRINT "THE SUBJECT AND THE VERB."
02345 PRINT "ALL THOSE WORDS (STAIRCASES, ETC.)"
02350 PRINT "DESCRIBE THE SUBJECT OF THE SENTENCE"
02355 PRINT "BUT ARE NOT THE SUBJECT ITSELF."
02360 PRINT
02365 PRINT "THE SUBJECT IS 'MANSION', AND IF YOU AREN'T SURE"
02370 PRINT "OF THAT, ASK YOURSELF WHAT 'IS EERIE AT NIGHT'."
02375 PRINT
02376 GOSUB 80000

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02380 PRINT "TO SEE IF THE SUBJECT IS SINGULAR OR PLURAL,"
02385 PRINT "TRY SUBSTITUTING 'IT'."
02390 PRINT "'IT SEEMS EERIE AT NIGHT', NOT"
02395 PRINT "'IT SEEM EERIE AT NIGHT.'"
02400 GOTO 4320
02402 REM THIS GOES TO 3RD AND 4TH QUESTIONS ON C2 (D1,D2)
02410 PRINT
02416 GOSUB 80000
02420 PRINT "LET'S GO ON TO ANOTHER KIND OF PROBLEM."
02422 REM START OF CONCEPT 3--COMPOUND SUBJECT AND VERB AGREEMENT
02430 PRINT
02440 PRINT
02450 PRINT "A PERSON'S INNER BEAUTY AND GOODNESS (IS/ARE)"
02460 PRINT "MORE IMPORTANT THAN ANYTHING ELSE."
02470 PRINT
02480 PRINT
02490 PRINT "JUST PICK THE RIGHT WORD."
02500 PRINT
02510 PRINT
02520 PRINT
02530 INPUT C1$
02540 IF C1$="ARE" THEN 2600
02550 IF C1$="IS" THEN 2700
02560 PRINT N9$
02570 GOTO 2450
02600 PRINT "CORRECT."
02610 LET C1=1
02620 PRINT "WE HAVE A COMPOUND SUBJECT HERE"
02630 PRINT "('INNER BEAUTY AND GOODNESS')."
02640 PRINT "WHICH REQUIRES A PLURAL VERB."
02642 GOSUB 80000
02650 PRINT
02660 PRINT "(THE ONLY TIME WHEN A COMPOUND SUBJECT"
02670 PRINT "WOULD TAKE A SINGULAR NOUN IS WHEN BOTH PARTS"
02680 PRINT "ARE CONSIDERED A UNIT--FOR EXAMPLE IN CERTAIN IDIOMATIC EXPRESSIONS:"
02690 PRINT "THE LONG AND THE SHORT OF IT IS THAT YOU'RE FIRED."
02695 GOTO 2800
02700 PRINT "NO, THE RIGHT ANSWER IS 'ARE'."
02710 LET C1=0
02720 PRINT "TWO SINGULAR SUBJECTS JOINED BY"
02725 PRINT "'AND' ARE CALLED A COMPOUND SUBJECT"
02730 PRINT "AND TAKE A PLURAL VERB."
02735 PRINT
02740 PRINT
02745 GOTO 2620
02746 GOSUB 80000
02800 PRINT
02810 PRINT
02812 PRINT
02814 PRINT "*****"
02820 PRINT "IF, HOWEVER, TWO SINGULAR SUBJECTS ARE JOINED BY"
02830 PRINT "'OR' OR BY 'NOR',"
02840 PRINT "THEN A SINGULAR VERB IS NEEDED."
02842 PRINT
02844 PRINT "*****"
02850 PRINT

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02860 PRINT "FOR EXAMPLE:
02870 PRINT
02880 PRINT "NEITHER INNER BEAUTY NOR GOODNESS"
2890 PRINT "(IS/ARE) ENOUGH TO PAY THE RENT."
02900 PRINT
02910 PRINT
02920 PRINT "JUST PICK THE RIGHT ANSWER."
02930 PRINT
02940 PRINT
02950 PRINT
02960 INPUT G2$
02970 IF G2$="IS" THEN 3100
02980 IF G2$="ARE" THEN 3300
2990 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
03000 PRINT N9$
03010 GOTO 2880
03100 PRINT "CORRECT."
03110 LET G2=1
03120 PRINT "TWO SINGULAR SUBJECTS JOINED BY 'OR' OR 'NOR'"
03122 PRINT "REQUIRE A SINGULAR VERB."
03124 PRINT
03126 PRINT "THIS IS THE CASE WITH 'INNER BEAUTY' AND 'GOODNESS'"
03128 PRINT "IN THE SECOND EXAMPLE (BUT NOT THE FIRST)."
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03136 GOSUB 80000

03140 GOTO 3400

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03300 PRINT "NO, THE CORRECT ANSWER IS 'IS'."
03310 LET G2=0
03320 PRINT "LOOK BACK TO THE RULE YOU WERE JUST GIVEN"
03330 PRINT "AND APPLY IT HERE:"
03340 GOTO 3120
3400 PRINT
03410 PRINT
03420 PRINT "WHEN ONE PART OF THE COMPOUND SUBJECT IS SINGULAR"
03430 PRINT "AND THE OTHER IS PLURAL,"
03440 PRINT "YOU HAVE TO BE A LITTLE MORE CAREFUL IF THEY "
03450 PRINT "ARE JOINED BY 'OR' OR BY 'NOR.'"
03460 PRINT
03462 PRINT
03464 PRINT "*****"
03470 PRINT
03480 PRINT "THE RULE TO FOLLOW IS THAT"
03490 PRINT "THE VERB AGREES WITH THE PART OF THE SUBJECT"
03500 PRINT "THAT IS CLOSER TO IT."
03502 PRINT
03504 PRINT "*****"
03510 PRINT
03520 PRINT
03530 PRINT "FOR EXAMPLE:"
03540 PRINT
03550 PRINT
03560 PRINT "EITHER TOM OR HIS FRIENDS (WAS/WERE) RESPONSIBLE FOR THE BROKEN WINDOW."
03570 PRINT
03580 PRINT
03590 PRINT "CHOOSE THE RIGHT WORD."
03600 PRINT
03610 PRINT
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03620 INPUT C3$
03630 IF C3$="WERE" THEN 3700
03640 IF C3$="WAS" THEN 3800
03650 PRINT N9$
03660 GOTO 3560
03700 PRINT "RIGHT."
03710 LET C3=1
03720 PRINT "'WERE' IS RIGHT BECAUSE"
03730 PRINT "THE WAY THIS SENTENCE IS WRITTEN"
03740 PRINT "THE VERB IS CLOSER TO THE PLURAL PART"
03750 PRINT "OF THE COMPOUND SUBJECT (TOM OR HIS FRIENDS)."
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03752 GOSUB 80000

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03760 PRINT
03770 PRINT
03780 GOTO 3900
03800 PRINT "NO, THE ANSWER SHOULD BE 'WERE'."
03810 LET C3=0
03820 PRINT "WHEN 'OR' OR 'NOR' JOINS THE PARTS OF A"
03830 PRINT "COMPOUND SUBJECT, THE VERB AGREES"
03840 PRINT "WITH WHATEVER WORD IS CLOSER TO IT."
03850 PRINT
03860 PRINT
03870 GOTO 3730
03900 REM DECISION FRAME FOR C3 (COMPOUND SUBJECT)
03902 IF C1+C2+C3=3 THEN 5840
03904 REM GOES TO CONCEPT 4 (VERB BEFORE SUBJECT)
03910 PRINT "LET'S DO SOME PRACTICE QUESTIONS ON COMPOUND SUBJECTS."
03920 PRINT
03930 PRINT
03940 PRINT
03950 REM THIS IS THE FOURTH QUESTION ON THE COMPOUND SUBJECT/VERB AGREEMENT
03960 PRINT "NEITHER MY BOOK NOR MY PAPERS (HAS BEEN/HAVE BEEN) FOUND."
03970 PRINT
03980 PRINT
03990 PRINT
04000 PRINT "TYPE '1' IF YOU THINK THE ANSWER IS 'HAS BEEN'"
04010 PRINT "AND TYPE '2' IF YOU THINK THE ANSWER IS 'HAVE BEEN'."
04020 PRINT
04030 PRINT
04040 PRINT
04050 INPUT C4$
04060 IF C4$="1" THEN 4200
04070 IF C4$="2" THEN 4100
04080 PRINT N9$
04090 GOTO 3960
04100 PRINT "RIGHT."
04110 LET C4=1
04120 PRINT "THE VERB IS CLOSER TO THE PLURAL PART"
04130 PRINT "OF THE COMPOUND SUBJECT (PAPERS)."
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04140 PRINT

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04150 PRINT "THEREFORE, IT HAS TO AGREE WITH IT"
04160 PRINT "AND BE PLURAL TOO."
04170 PRINT
04180 PRINT
04190 GOTO 4300
04200 PRINT "NO, THE RIGHT ANSWER IS 'HAVE BEEN'."
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04210 LET C4=0
04220 PRINT "REMEMBER THE RULE:"
04230 PRINT "WHEN YOU HAVE A COMPOUND SUBJECT"
04240 PRINT "(THAT IS, MADE UP OF MORE THAN ONE ELEMENT)"
04250 PRINT "AND ONE PART OF IT IS SINGULAR AND THE OTHER PLURAL."
04260 PRINT "THE VERB AGREES WITH THE PART THAT IS CLOSER TO IT."
04270 PRINT
04276 GOSUB 80000
04280 PRINT "IN THIS CASE:"
04290 GOTO 4120
04300 GOTO 4910
04302 REM GOES TO 2ND & 3RD QUESTIONS (D3 & D4) OF D&P3 (COMPOUND SUBJECT)
04310 REM THIS IS A BRIEF QUIZ TESTING THE MATERIAL ENCOUNTERED SO FAR
4320
04330 PRINT
04340 PRINT
04440 PRINT
04450 PRINT
04460 PRINT "HERE'S ANOTHER:"
04470 PRINT
04480 PRINT
04490 PRINT "THE CAR THAT WAS BOUGHT FOR TOM, DICK, AND HARRY"
04500 PRINT "(IS/ARE) EXPENSIVE."
04510 PRINT
04520 PRINT
04530 INPUT D1$
04540 IF D1$="IS" THEN 4600
04550 IF D1$="ARE" THEN 4650
04560 PRINT N9$
04570 GOTO 4490
04600 PRINT "RIGHT."
04610 LET D1=1
04620 GOTO 4700
04650 PRINT "NO, THE ANSWER SHOULD BE 'IS'."
04660 LET D1=0
04670 PRINT "THE SUBJECT OF THE SENTENCE IS SINGULAR (CAR)"
04680 PRINT "AND SO REQUIRES A VERB IN THE SINGULAR."
04690 PRINT
04700 PRINT
04710 PRINT "THE CLOWN WITH HIS PUTTY NOSE, COSTUMES, AND PROPS"
04720 PRINT "(APPEAR/APPEARS) NIGHTLY IN THE SHOW."
04730 PRINT
04740 PRINT
04750 PRINT
04760 INPUT D2$
04770 IF D2$="APPEARS" THEN 4820
04780 IF D2$="APPEAR" THEN 4832
04790 PRINT N9$
04800 GOTO 4910
04820 PRINT "RIGHT."
04830 LET D2=1
04831 GOTO 4900
04832 PRINT "NO, THE RIGHT ANSWER IS 'APPEARS'."
04833 LET D2=0
04834 PRINT
04835 PRINT

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04840 PRINT "YOU'VE LET YOURSELF BE MISLED BY"
04850 PRINT "ALL THE WORDS BETWEEN THE SUBJECT (CLOWN)"
04860 PRINT "AND THE VERB."
04870 PRINT
04880 PRINT "'CLOWN' IS SINGULAR."
04890 PRINT "AND THEREFORE, YOU NEED A SINGULAR VERB."
04900 GOTO 44000
04902 REM THIS GOES TO 5TH QUESTION ON SING/PLURAL (L5)
04910 PRINT
04912 REM THIS IS LAST TWO QUESTION (D3&D4) OF D1P3
04920 PRINT "THE LION AND HIS TRAINER (WAS/WERE) READY TO GO ON WITH THE ACT."
04930 PRINT
04940 PRINT
04950 PRINT
04960 INPUT D3$
04970 IF D3$="WERE" THEN 5150
04980 IF D3$="WAS" THEN 5200
04990 PRINT N9$
05000 GOTO 4920
05150 PRINT "CORRECT."
05160 LET D3=1
05170 PRINT "A COMPOUND SUBJECT TAKES A PLURAL VERB."
05180 PRINT
05190 GOTO 5300
05200 PRINT "NO, THE RIGHT ANSWER IS 'WERE'."
05210 LET D3=0
05220 PRINT "'THE LION AND HIS TRAINER' FORM A COMPOUND SUBJECT."
05230 PRINT "EVEN THOUGH EACH OF THEM IS SINGULAR."
05240 PRINT "TOGETHER THEY FORM A COMPOUND SUBJECT"
05250 PRINT "AND REQUIRE A PLURAL VERB."
05260 PRINT
05270 PRINT
05276 GOSUB 80000
05280 GOTO 5300
05300 PRINT
05310 PRINT
05320 PRINT "EITHER MY TYPEWRITER OR MY BOOKS (HAS/HAVE) BEEN TAKEN"
05330 PRINT "FROM MY ROOM, ACCORDING TO MY ROOMMATE."
05340 PRINT
05350 PRINT
05360 PRINT
05370 INPUT D4$
05380 IF D4$="HAVE" THEN 5450
05390 IF D4$="HAS" THEN 5500
05400 PRINT N9$
05410 GOTO 5320
05450 PRINT "GOOD."
05460 LET D4=1
05470 PRINT "A SENTENCE WITH A COMPOUND SUBJECT JOINED BY"
05480 PRINT "'OR' OR BY 'NOR' TAKES A VERB THAT"
05490 PRINT "AGREES WITH THE PART OF THE SUBJECT"
05492 PRINT "CLOSEST TO IT."
05494 PRINT
05496 GOSUB 80000
05498 GOTO 5530
05500 PRINT "NO, THE CORRECT ANSWER IS 'HAVE'."

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05510 LET D4=0
05520 GOTO 5470
05530 GOTO 5800
05532 REM GOES TO START OF C4 (VERB BEFORE SUBJECT)
05540 LET D8="YOUR SCORE (OUT OF FOUR) IS"
05550 PRINT D8,D
05560 IF D=>3 THEN 5800
05561 REM LEARNER CONTROL--THE STUDENT IS GIVEN THE CHOICE OF REVIEWING THE WHOLE LESSON,
05562 REM TRYING THE REVIEW QUESTIONS AGAIN, OR GOING ON.
05570 PRINT "YOU SEEM TO BE HAVING SOME PROBLEMS."
05580 PRINT "IF YOU'D LIKE TO GO BACK AND REVIEW THE WHOLE LESSON AGAIN,"
05590 PRINT "TYPE '1'."
05600 PRINT
05610 PRINT "IF YOU'D LIKE TO TRY THESE QUESTIONS AGAIN,"
05620 PRINT "TYPE '2'."
05630 PRINT
05640 PRINT "IF YOU'D LIKE TO GO AHEAD WITH NEW MATERIAL,"
05650 PRINT "TYPE '3'."
05660 PRINT
05670 PRINT
05680 PRINT
05690 INPUT D5$
05700 IF D5$="1" THEN 100
05710 IF D5$="2" THEN 4320
05720 IF D5$="3" THEN 5800
05730 PRINT N9$
05740 GOTO 5580
05800 PRINT
05810 PRINT
05812 REM START OF C4 --VERB BEFORE SUBJECT (E1,E2,E3,E4)
05820 PRINT
05830 PRINT
05840 PRINT "CONFUSION SOMETIMES HAPPENS WHEN THE VERB"
05850 PRINT "COMES BEFORE THE SUBJECT IN A SENTENCE."
05860 PRINT
05870 PRINT
05880 PRINT "MOST OF THE TIME,"
05890 PRINT "THIS HAPPENS WITH SENTENCES BEGINNING WITH"
05900 PRINT "THERE"
05910 PRINT
05920 PRINT
05930 PRINT "FOR EXAMPLE,"
05940 PRINT "TRY THIS:"
05941 REM THIS CONCEPT WILL BE TAUGHT USING A QUESTION THAT WILL CONTAIN
05942 REM A FULL EXPLANATION IN ITS RESPONSE TO THE STUDENT'S ANSWER.
05943 REM THE ATTEMPT IS TO PRODUCE A MORE ACTIVE LEARNING EXPERIENCE.
05950 PRINT
05960 PRINT "THERE (IS/ARE) A MAN, A WOMAN, AND A CHILD IN THE PICTURE."
05970 PRINT
05980 PRINT
05990 PRINT "WHICH WORD SHOULD YOU USE?"
06000 PRINT
06010 PRINT
06020 INPUT E1$
06030 IF E1$="ARE" THEN 6100
06040 IF E1$="IS" THEN 6205

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06050 PRINT N9$
06060 GOTO 5960
06100 PRINT "GOOD."
06110 LET E1=1
06120 PRINT "THE TRICK IN A SENTENCE LIKE THIS IS IN"
06130 PRINT "FINDING THE REAL SUBJECT."
06140 PRINT
06150 PRINT "IN THIS CASE, IT'S"
06160 PRINT "'A MAN, A WOMAN, AND A CHILD',"
06170 PRINT "WHICH YOU MIGHT CONSIDER A COMPOUND SUBJECT."
06180 PRINT "YOU'LL REMEMBER THAT A COMPOUND SUBJECT"
06182 PRINT "TAKES A VERB IN THE PLURAL--'ARE' IN THIS SENTENCE."
06184 GOSUB 80000
06185 PRINT "*****"
06186 PRINT "THE RULE TO FOLLOW IS THAT, IF THE SUBJECT"
06188 PRINT "IS PLURAL OR COMPOUND, USE A PLURAL VERB."
06190 PRINT
06192 PRINT "IF THE SUBJECT IS SINGULAR,"
06194 PRINT "USE A SINGULAR VERB."
06195 PRINT "*****"
06196 PRINT "IF YOU HAVE TROUBLE DECIDING,"
06197 PRINT "TRY TURNING THE SENTENCE AROUND."
06198 PRINT
06199 PRINT "FOR EXAMPLE,"
06200 PRINT "'A MAN, A WOMAN, AND A CHILD ARE IN THE PICTURE'"
06202 PRINT
06203 GOSUB 80000
06204 GOTO 6300
06205 PRINT
06210 PRINT "NO, THE RIGHT ANSWER IS 'ARE'."
06220 LET E1=0
06230 GOTO 6120
06300 PRINT
06310 PRINT
06320 PRINT
06330 PRINT "HERE'S ANOTHER."
06340 PRINT
06350 PRINT "REMEMBER, FIND THE REAL SUBJECT OF THE SENTENCE."
06360 PRINT "AND HAVE THE VERB AGREE WITH IT."
06370 PRINT
06380 PRINT "IT MAY HELP TO TURN THE SENTENCE AROUND "
06390 PRINT "AS WE DID IN THE PREVIOUS EXAMPLE."
06400 PRINT
06410 PRINT
06420 PRINT "THERE (IS/ARE), UNDER THE VARIED CIRCUMSTANCES"
06430 PRINT "YOU SPEAK OF, A GOOD REASON FOR THE DELAY."
06440 PRINT
06450 PRINT
06460 PRINT
06470 INPUT E2$
06480 IF E2$="IS" THEN 6800
06490 IF E2$="ARE" THEN 6700
06500 PRINT N9$
06510 GOTO 6420
6600 PRINT "RIGHT."
06610 LET E2=1

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06620 PRINT "THE SUBJECT OF THE SENTENCE IS 'REASON'."
06630 PRINT "(TRY TURNING IT AROUND---"
06640 PRINT "A GOOD REASON FOR THE DELAY IS---"
06650 PRINT "AND IT BECOMES CLEAR THAT THE SUBJECT IS SINGULAR."
06660 PRINT
06670 PRINT "THEREFORE, THE VERB HAS TO BE SINGULAR ALSO."
06680 PRINT
06686 GOSUB 80000
06690 GOTO 6800
06700 PRINT
06710 PRINT "NO, THE RIGHT ANSWER IS 'IS'."
06720 LET E2=0
06730 PRINT "YOUR PROBLEM SEEMS TO BE IN LOCATING THE SUBJECT."
06740 PRINT
06750 PRINT "REMEMBER, THIS IS A CONSTRUCTION THAT DOES CAUSE"
06760 PRINT "CONFUSION AT TIMES;"
06770 PRINT
06780 PRINT "BUT THE SUBJECT IS NOT EITHER."
06790 PRINT "'CIRCUMSTANCES' OR 'THERE'."
06791 PRINT
06792 PRINT
06793 GOTO 6620
06800 PRINT
06810 PRINT
06820 PRINT
06830 PRINT "THE SAME KIND OF PROBLEM SOMETIMES COMES UP."
06840 PRINT "IN SENTENCES BEGINNING WITH 'WHERE'."
06850 PRINT
06860 PRINT
06870 PRINT "APPLY THE SAME PRINCIPLES AS WITH 'THERE'."
06880 PRINT "AND TRY THIS ONE:"
06890 PRINT
06900 PRINT
06910 PRINT
06920 PRINT "WHERE (WAS/WERE) THE ARMY AND THE AIR FORCE DURING THE BATTLE?"
06930 PRINT
06940 PRINT
06950 PRINT
06960 INPUT E3$
06970 IF E3$="WERE" THEN 7100
06980 IF E3$="WAS" THEN 7200
06990 PRINT N9$
07000 GOTO 6920
7100 PRINT "GOOD."
7110 LET E3=1
07120 PRINT "THE SUBJECT OF THE SENTENCE IS"
07130 PRINT "'THE ARMY AND THE AIR FORCE'."
07140 PRINT "AND, AS YOU REMEMBER, A COMPOUND SUBJECT"
07150 PRINT "REQUIRES A PLURAL VERB."
07156 GOSUB 80000
07160 GOTO 7300
07200 PRINT "NO, THE RIGHT ANSWER IS 'WERE'."
07210 LET E3=0
07220 PRINT "TRY TURNING THE SENTENCE AROUND"
07230 PRINT "(THE ARMY AND THE AIR FORCE WERE WHERE?)"
07240 PRINT "AND IT SHOULD BE EASIER TO SEE THAT"

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07250 GOTO 7120
07300 PRINT ""
07310 PRINT
07320 PRINT "LET'S TRY ONE MORE:"
07330 PRINT
07340 PRINT
07350 PRINT "THERE (IS/ARE) IN MANY PEOPLE'S MINDS A BIG"
07355 PRINT "DIFFERENCE BETWEEN LAW AND JUSTICE."
07360 PRINT
07370 PRINT
07380 PRINT
07390 INPUT E4$
07400 IF E4$="IS" THEN 7500
07410 IF E4$="ARE" THEN 7600
07420 PRINT N9$
07430 GOTO 7350
07500 PRINT "CORRECT."
07510 LET E4=1
07520 PRINT "THE SUBJECT OF THE SENTENCE IS 'A BIG DIFFERENCE',"
07530 PRINT "WHICH IS SINGULAR AND NEEDS A SINGULAR VERB."
07532 GOSUB 80000
07540 PRINT
07550 PRINT
07560 GOTO 7700
07600 PRINT "NO, THE CORRECT ANSWER IS 'IS'."
07610 LET E4=0
07620 PRINT "YOU HAVE BEEN CONFUSED BY"
07630 PRINT "'MANY PEOPLE'S MINDS'--BUT THIS ISN'T THE SUBJECT."
07640 PRINT
07650 PRINT
07660 GOTO 7520
07700 PRINT
07710 REM DECISION FRAME FOR CONCEPT 4 (VERB BEFORE SUBJECT)
07712 IF E1+E2+E3+E4=4 THEN 9000
07714 REM LINE 9000 IS THE START OF LAY/LIE (CONCEPT 5)
7720 IF E=>3 THEN 9000
07740 PRINT
07750 PRINT
07760 PRINT "LET'S TRY A FEW QUICK PRACTICE QUESTIONS."
07762 REM D&P4 (VERB BEFORE SUBJECT)
7770 PRINT
07780 REM THIS IS A DRILL AND PRACTICE BRANCH FOR SENTENCES WHERE THE VERB PRECEDES THE SUBJECT.
07790 PRINT
07800 PRINT "THERE (WAS/WERE) TWO GLASSES ON THE TABLE."
07810 PRINT
07820 PRINT
07830 PRINT "WHAT'S THE CORRECT VERB HERE?"
07840 PRINT
07850 PRINT
07860 PRINT
07870 INPUT F1$
07880 IF F1$="WERE" THEN 7910
07890 IF F1$="WAS" THEN 7950
07900 PRINT N9$
07905 GOTO 7800
07910 PRINT "RIGHT."

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07920 LET F1=1
07930 GOTO 8000
07950 PRINT "NO, THE RIGHT ANSWER IS 'WERE'."
07960 LET F1=0
07970 PRINT "THE SUBJECT ('TWO GLASSES') IS PLURAL."
07980 PRINT "AND SO MUST BE THE VERB."
07990 PRINT
08000 PRINT
08010 PRINT
08020 PRINT" WHERE (DO/DOES) FRANK AND MARY BUY THEIR GROCERIES?"
08030 PRINT
08040 PRINT
08050 PRINT
08060 INPUT F2$
08070 IF F2$="DO" THEN 8110
08080 IF F2$="DOES" THEN 8150
08090 PRINT N9$
08100 GOTO 8020
08110 PRINT "YES."
08120 LET F2=1
08130 GOTO 8200
08140 PRINT
08150 PRINT "NO, THE RIGHT ANSWER IS 'DO'."
08160 LET F2=0
08170 PRINT "REMEMBER, THE SUBJECT IS COMPOUND,"
08180 PRINT "AND SO TAKES A PLURAL VERB."
08182 PRINT
08184 GOTO 8200
08200 PRINT
08210 PRINT
08220 PRINT
08230 PRINT "THERE (IS/ARE) WITHOUT EXCEPTION FEW FAULTS MORE"
08240 PRINT "ANNOYING THAN SMOKING IN AN ELEVATOR."
08250 PRINT
08260 PRINT
08270 PRINT
08280 INPUT F3$
08290 IF F3$="ARE" THEN 8350
08300 IF F3$="IS" THEN 8400
08310 PRINT N9$
08320 GOTO 8230
08350 PRINT "RIGHT."
08360 LET F3=1
08370 GOTO 8500
08400 PRINT "NO, THE RIGHT ANSWER IS 'ARE'."
08410 LET F3=0
08420 PRINT "THE SUBJECT OF THIS SENTENCE IS 'FAULTS'."
08430 PRINT "WHICH CLEARLY REQUIRES A PLURAL VERB."
08440 PRINT
08450 PRINT "TRY TURNING THE SENTENCE AROUND:"
08460 PRINT "'FEW FAULTS ARE MORE ANNOYING ETC.'"
08470 PRINT
08480 PRINT "THIS SHOULD HELP YOU DECIDE WHETHER OR NOT"
08490 PRINT "YOU NEED A PLURAL VERB."
08492 GOSUB 80000
08500 PRINT

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08510 PRINT
08520 LET F=F1+F2+F3
08530 IF F=>2 THEN 8550
08550 PRINT
08560 PRINT
08590 PRINT
08600 PRINT
08610 PRINT
09000 PRINT "LET'S GO ON."
09010 REM LAY/LIE
09012 REM CONCEPT 5
09020 PRINT
09030 PRINT "PEOPLE OFTEN HAVE TROUBLE USING 'LAY' AND 'LIE' CORRECTLY."
09040 PRINT
09050 PRINT "'LAY' IS A WORD THAT MEANS 'TO PUT' OR 'TO PLACE'."
09060 PRINT "AND THESE TWO WORDS CAN ALWAYS BE SUBSTITUTED FOR 'LAY'."
09062 GOSUB 80000
09070 PRINT
09072 PRINT
09074 PRINT "*****"
09080 PRINT "HERE ARE THE MAIN FORMS OF THE VERB 'TO LAY':"
09082 PRINT "'LAY' (PRESENT)"
09084 PRINT "'LAID' (PAST)"
09086 PRINT "'LAID' (PAST PARTICIPLE)"
09088 PRINT
09090 PRINT "*****"
09100 PRINT "'LAY' ALWAYS TAKES AN OBJECT--THAT IS,"
09110 PRINT "YOU ALWAYS 'LAY' SOMETHING DOWN."
09120 PRINT
09130 PRINT "FOR EXAMPLE:"
09140 PRINT "PRESENT--I LAY MY BOOKS DOWN. HE LAYS HIS BOOKS DOWN, ETC."
09150 PRINT
09160 PRINT "OR"
09170 PRINT "PAST--YESTERDAY I LAID MY BOOKS DOWN, ETC."
09180 PRINT
09190 PRINT "OR"
09210 PRINT
09220 PRINT "PAST PARTICIPLE--I HAVE LAID MY BOOKS DOWN, ETC."
09222 GOSUB 80000
09230 PRINT
09235 PRINT "IN ALL OF THESE EXAMPLES YOU COULD SUBSTITUTE"
09240 PRINT "THE WORD 'PUT' OR THE WORD 'PLACE'."
09250 PRINT
09260 PRINT "I PUT MY BOOKS DOWN."
09270 PRINT "YESTERDAY I PUT MY BOOKS DOWN."
09280 PRINT
09290 PRINT "I HAVE PUT MY BOOKS DOWN."
09300 PRINT
09302 PRINT "IN ALL OF THESE EXAMPLES THERE IS SOMETHING THAT CAN BE PUT DOWN--"
09303 PRINT "BOOKS--SOMETHING THAT RECEIVES THE ACTION OF THE VERB."
09304 PRINT "IN ALL CASES THERE IS AN OBJECT THAT CAN BE 'PUT' OR 'PLACED'."
09306 GOSUB 80000
09310 PRINT "THIS SORT OF SUBSTITUTION WILL HELP YOU DECIDE WHEN TO USE"
09320 PRINT "'LAY' AND WHEN TO USE 'LIE' (OR ANY OF THEIR FORMS)."
09330 PRINT
09332 PRINT

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09334 PRINT "*****"
09340 PRINT "'LIE' MEANS TO RECLINE OR TO STAY IN ONE POSITION."
09350 PRINT "IT NEVER TAKES AN OBJECT THE WAY 'TO LAY' DOES."
09360 PRINT
09370 PRINT
09372 PRINT "*****"
09374 PRINT
09376 PRINT "HERE ARE THE MAIN FORMS OF THE VERB 'TO LIE':
09378 PRINT "'LIE' (PRESENT)"
09380 PRINT "'LAY' (PAST)"
09382 PRINT "'LAIN' (PAST PARTICIPLE)"
09384 PRINT
09386 PRINT "*****"
09388 PRINT
09390 PRINT "FOR EXAMPLE:
09400 PRINT "USUALLY, I LIE DOWN BEFORE DINNER."
09410 PRINT "OR"
09412 PRINT "LAST NIGHT I LAY ON THE COUCH FOR A WHOLE HOUR."
09415 PRINT "OR"
09420 PRINT "SHE HAS LAIN IN THAT POSITION FOR AN HOUR."
09430 PRINT
09440 PRINT "YOU CAN ALWAYS CHECK BY TRYING 'PLACE' OR 'PUT' AS SUBSTITUTES."
09442 GOSUB 80000
09450 PRINT
09460 PRINT
09470 PRINT "FOR EXAMPLE, YOU COULD NOT HAVE SAID"
09480 PRINT "'I WILL PLACE DOWN BEFORE DINNER . . ."
09490 PRINT "'I WILL PUT DOWN BEFORE DINNER . . ."
09500 PRINT "'SHE HAS PUT THERE IN THAT POSITION . . ."
09510 PRINT "'SHE HAS PLACED THERE . . ."
09512 GOSUB 80000
09520 PRINT
09530 PRINT "LET'S TRY A FEW EXAMPLES."
09540 PRINT
09550 PRINT "CHOOSE THE RIGHT WORD IN BRACKETS FOR EACH OF THE FOLLOWING SENTENCES."
09560 PRINT
09570 PRINT "HE WILL (LAY/LIE) THE BOOK ON THE MANTELPIECE AFTER HE'S FINISHED."
09580 PRINT
09590 PRINT
09600 INPUT G1$
09610 IF G1$="LAY" THEN 9700
09620 IF G1$="LIE" THEN 9800
09630 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
09640 PRINT N9$
09650 GOTO 9570
09700 PRINT "RIGHT."
09710 LET G1=1
09720 PRINT "'LAY' MEANS TO PLACE SOMETHING OR TO PUT SOMETHING SOMEWHERE."
09730 PRINT "IN THIS CASE, A BOOK WAS PLACED OR PUT DOWN."
09740 PRINT
09750 PRINT "YOU COULD HAVE SUBSTITUTED EITHER 'PUT' OR 'PLACE':
09760 PRINT
09770 PRINT "HE WILL PUT THE BOOK . . ."
09780 PRINT "HE WILL PLACE THE BOOK . . ."
09790 PRINT "THE KEY IDEA IS THAT THERE ALWAYS HAS TO BE A SOMETHING,"
09792 PRINT "(AN OBJECT) WHICH IS LAID, PUT, OR PLACED."

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09794 GOTO 9900
09800 PRINT "NO."
09810 LET G1=0
09820 PRINT "'LIE' MEANS TO RECLINE,"
09830 PRINT "TO REMAIN IN A POSITION."
09840 PRINT "IT NEVER TAKES AN OBJECT, BUT IN THIS SENTENCE"
09850 PRINT "THERE IS AN OBJECT (SOMETHING THAT RECEIVES THE ACTION)"
09860 PRINT "AND IT IS THE BOOK."
09870 PRINT
09880 PRINT "THEREFORE, YOU HAVE TO USE 'LAY'."
09890 GOTO 9720
09900 PRINT
09910 PRINT "I HAVE (LAIN/LAID) HERE QUITE HAPPILY FOR OVER AN HOUR."
09920 PRINT
09930 PRINT
09940 INPUT G2$
09980 IF G2$="LAIN" THEN 10010
09990 IF G2$="LAID" THEN 10100
10000 PRINT N9$
10010 PRINT "RIGHT."
10020 LET G2=1
10030 PRINT "'LAIN' IS THE PAST PARTICIPLE OF 'TO LIE'."
10040 PRINT
10050 GOTO 10300
10100 PRINT "NO."
10110 LET G2=0
10120 PRINT "ASK YOURSELF IF YOU CAN SUBSTITUTE 'PUT' OR 'PLACE' HERE."
10130 PRINT
10140 PRINT
10150 PRINT "I HAVE PLACED HERE QUITE HAPPILY . . ."
10160 PRINT "I HAVE PUT HERE QUITE HAPPILY . . ."
10170 PRINT
10180 PRINT "THE MEANING IN THIS SENTENCE IS TO RECLINE;"
10190 PRINT "THEREFORE, YOU HAVE TO USE SOME FORM OF THE VERB 'TO LIE'"
10195 PRINT "(IN THIS CASE, 'HAVE LAIN')."
10300 PRINT "HERE'S ANOTHER:"
10310 PRINT
10320 PRINT "THE LOST TOY (LAY/LAID) AT THE SIDE OF THE ROAD."
10330 PRINT
10340 PRINT
10350 INPUT G3$
10360 IF G3$="LAY" THEN 10400
10370 IF G3$="LAID" THEN 10500
10380 PRINT N9$
10390 GOTO 10320
10400 PRINT "GOOD."
10410 LET G3=1
10420 PRINT "PEOPLE AREN'T THE ONLY THINGS THAT CAN 'LIE'"
10430 PRINT "(THAT IS, REMAIN IN THE SAME POSITION OR PLACE)."
10440 PRINT
10450 PRINT "WE SAY THE TOY 'LAY' AT THE SIDE OF THE ROAD"
10460 PRINT "BECAUSE IT REMAINED IN THAT POSITION."
10470 PRINT
10480 PRINT
10490 GOTO 10600
10500 PRINT "NO."

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10510 LET G3=0
10520 PRINT "TRY SUBSTITUTING 'PUT' OR 'PLACE' HERE:"
10530 PRINT "IT DOESN'T WORK."
10540 PRINT
10550 PRINT "THERE IS NO OBJECT IN THIS SENTENCE--"
10560 PRINT "NOTHING RECEIVES THE ACTION OF THE VERB"
10570 PRINT "(BEING PUT OR PLACED OR LAID)."
10580 PRINT
10590 PRINT "REMEMBER THAT"
10595 GOTO 10420
10600 PRINT
10610 GOTO 40000
10612 REM PICKS UP 4TH AND 5TH QUESTION ON C5 (LAY/LIE)
10614 REM THESE ARE L1 & L2
10620 REM DECISION FRAME FOR C5 (LAY/LIE)
10622 IF G1+G2+G3+L1+L2=5 THEN 20000
10624 REM LINE 20000 IS THE START OF THE CT
10630 PRINT
10640 PRINT "LET'S TRY A FEW QUICK PRACTICE QUESTIONS."
10650 PRINT
10660 PRINT "REMEMBER IF YOU ARE IN DOUBT,"
10670 PRINT "TRY SUBSTITUTING 'PUT' OR 'PLACE' AS A TEST OF YOUR ANSWER."
10680 PRINT
10690 PRINT "I (LAID/LAY) ON MY BACK FOR SIX WEEKS AFTER THE ACCIDENT."
10700 PRINT
10710 PRINT
10720 INPUT H1$
10730 IF H1$="LAY" THEN 10770
10740 IF H1$="LAID" THEN 10820
10750 PRINT N9$
10760 GOTO 10690
10770 PRINT "RIGHT."
10780 LET H1=1
10790 PRINT "THE SENTENCE MEANS THAT I RECLINED OR REMAINED IN ONE PLACE;"
10800 PRINT "THEREFORE, IT NEEDS A FORM OF 'LIE'."
10810 GOTO 10900
10820 PRINT "NO, THE RIGHT ANSWER IS 'LAY'."
10830 LET H1=0
10840 PRINT "IF YOU USED EITHER 'PUT' OR 'PLACE' IN THIS SENTENCE,"
10850 PRINT "IT WOULDN'T WORK BECAUSE NOTHING IS BEING PUT OR PLACED."
10860 PRINT "THERE IS NO OBJECT TO RECEIVE THE ACTION."
10870 GOTO 10790
10900 PRINT
10910 PRINT "HERE'S ANOTHER:"
10920 PRINT "THE OPPOSING GENERALS HAVE (LAIN/LAID) THEIR PLANS WITH CUNNING."
10930 PRINT
10940 INPUT H2$
10950 IF H2$="LAID" THEN 11000
10960 IF H2$="LAIN" THEN 11100
10970 PRINT N9$
10980 GOTO 10920
11000 PRINT "GOOD."
11010 LET H2=1
11020 PRINT "THE SENTENCE HAS AN OBJECT--SOMETHING THAT RECEIVES THE ACTION"
11030 PRINT "OF THE VERB."
11040 PRINT "IN THIS CASE, IT IS THE PLANS THAT WERE 'LAID' CAREFULLY."

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11050 PRINT
11060 PRINT ""
11070 GOTO 11200
11100 PRINT "WRONG--THE RIGHT ANSWER IS 'LAID'."
11110 LET H2=0
11120 PRINT "REMEMBER, 'LAIN' IS A FORM OF THE VERB 'TO LIE'"
11130 PRINT "(MEANING RECLINE) BUT THIS IS NOT THE WORD"
11140 PRINT "THE SENTENCE NEEDS."
11150 PRINT
11160 PRINT "TRY SUBSTITUTING 'PLACE' OR 'PUT' AND YOU'LL SEE THAT"
11170 GOTO 11020
11200 PRINT "HERE'S A THIRD PRACTICE QUESTION."
11210 PRINT
11220 PRINT "I HAVE HAD TO (LIE/LAY) DOWN SINCE YESTERDAY BECAUSE OF MY BACK."
11230 PRINT
11240 PRINT
11250 INPUT H3$
11260 IF H3$="LIE" THEN 11300
11270 IF H3$="LAY" THEN 11400
11280 PRINT N9$
11290 GOTO 11220
11300 PRINT "RIGHT."
11310 LET H3=1
11320 PRINT "IN THIS SENTENCE,"
11330 PRINT "'TO LIE' MEANS TO RECLINE"
11340 PRINT "AND TAKES NO OBJECT: NOTHING RECEIVES THE ACTION OF THE VERB."
11342 GOSUB 80000
11350 PRINT
11360 GOTO 12000
11400 PRINT "NO."
11410 LET H3=0
11420 PRINT "YOU WOULD HAVE USED 'LAY' IF YOU COULD HAVE"
11430 PRINT "SUBSTITUTED EITHER 'PLACE' OR 'PUT'."
11440 PRINT
11450 PRINT "THAT WOULD MEAN THAT SOMETHING IS PUT OR PLACED DOWN, BUT"
11460 GOTO 11320
12000 PRINT
20000 REM CT OF VERB DRAFT 1
20010 PRINT "HERE IS A TWENTY QUESTION QUIZ"
20020 PRINT "THAT WILL TEST YOUR UNDERSTANDING OF THIS LESSON."
20022 LET R$="CORRECT"
20024 LET W$="INCORRECT"
20030 PRINT "CHOOSE THE CORRECT WORD IN BRACKETS."
20040 PRINT
20050 PRINT
20060 PRINT "1)"
20070 PRINT "IT'S VERY CLEAR THAT HE (DON'T/DOESN'T) CARE WHAT HAPPENS."
20080 PRINT
20090 PRINT
20100 INPUT T1$
20110 IF T1$="DOESN'T" THEN 20200
20120 IF T1$="DON'T" THEN 20250
20130 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
20140 PRINT N9$
20150 GOTO 20070
20160 LET R$="CORRECT"

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20170 LET W$="INCORRECT"
20200 PRINT R$
20210 LET T1=1
20220 GOTO 20290
20250 PRINT W$
20260 LET T1=0
20280 PRINT
20290 PRINT "2)"
20300 PRINT "THE GREEN RUGS THAT HE BOUGHT ON SALE (WAS/WERE) SOILED."
20310 PRINT
20320 PRINT
20330 INPUT T2$
20340 IF T2$="WERE" THEN 20400
20350 IF T2$="WAS" THEN 20450
20360 PRINT N9$
20370 GOTO 20300
20400 PRINT R$
20410 LET T2=1
20420 GOTO 20500
20450 PRINT
20460 PRINT W$
20470 LET T2=0
20490 PRINT
20500 PRINT
20510 PRINT "3)"
20520 PRINT "AFTER WAITING SO LONG IN THE RAIN FOR HER, I (DECIDE/DECIDED) TO GO."
20530 PRINT
20540 PRINT
20550 PRINT
20560 INPUT T3$
20570 IF T3$="DECIDED" THEN 20600
20580 IF T3$="DECIDE" THEN 20650
20590 PRINT N9$
20595 GOTO 20520
20600 PRINT R$
20610 LET T3=1
20620 GOTO 20700
20650 PRINT W$
20660 LET T3=0
20670 PRINT
20700 PRINT "4)"
20710 PRINT "THE GAME ALL THE CHILDREN WANTED THIS YEAR FOR CHRISTMAS"
20720 PRINT "(WAS/WERE) 'STAR WARS'."
20730 PRINT
20740 PRINT
20750 INPUT T4$
20760 IF T4$="WAS" THEN 20810
20770 IF T4$="WERE" THEN 20850
20780 PRINT N9$
20790 GOTO 20710
20810 PRINT R$
20820 LET T4=1
20830 GOTO 20900
20850 PRINT W$
20860 LET T4=0
20870 PRINT

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20900 PRINT "5)"
20910 PRINT "THE NEW CAR WITH ITS BRIGHT RED PAINT, ITS FLASHY CHROME."
20920 PRINT "AND ITS CONVERTIBLE ROOF (ATTRACT/ATTRACTS) A LOT OF ATTENTION."
20930 PRINT
20940 PRINT
20950 INPUT T5$
20960 IF T5$="ATTRACTS" THEN 21000
20970 IF T5$="ATTRACT" THEN 21050
20980 PRINT N9$
20990 GOTO 20910
21000 PRINT R$
21010 LET T5=1
21020 GOTO 21100
21050 PRINT W$
21060 LET T5=0
21100 PRINT "6)"
21110 PRINT "A JUDGE'S FAIRNESS AND KNOWLEDGE OF THE LAW (IS/ARE) HIS MOST IMPORTANT"
21120 PRINT "QUALITIES WHEN HE HEARS A CASE."
21130 PRINT
21140 PRINT
21150 INPUT T6$
21160 IF T6$="ARE" THEN 21200
21170 IF T6$="IS" THEN 21250
21180 PRINT N9$
21190 GOTO 21110
21200 PRINT R$
21210 LET T6=1
21220 GOTO 21300
21250 PRINT W$
21260 LET T6=0
21300 PRINT "7)"
21310 PRINT "NEITHER TOM NOR HIS BROTHER (WAS/WERE) AT THE PARTY."
21320 PRINT
21330 PRINT
21340 INPUT T7$
21350 IF T7$="WAS" THEN 21400
21360 IF T7$="WERE" THEN 21450
21370 PRINT N9$
21380 GOTO 21310
21400 PRINT R$
21410 LET T7=1
21420 GOTO 21500
21450 PRINT W$
21460 LET T7=0
21500 PRINT "8)"
21510 PRINT "NEITHER THE CARS NOR THE BUS (IS/ARE) PARKED ON THE LOT."
21520 PRINT
21530 PRINT
21540 INPUT T8$
21550 IF T8$="IS" THEN 21600
21560 IF T8$="ARE" THEN 21650
21570 PRINT N9$
21580 GOTO 21510
21600 PRINT R$
21610 LET T8=1
21620 GOTO 21700

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21650 PRINT W$
21660 LET T8=0
21700 PRINT "9)"
21710 PRINT "NEITHER MY BROTHER NOR MY SISTERS (WAS/WERE) AT HOME WHEN SHE CALLED."
21720 PRINT
21730 PRINT
21740 INPUT T9$
21750 IF T9$="WERE" THEN 21800
21760 IF T9$="WAS" THEN 21850
21770 PRINT N9$
21780 GOTO 21710
21800 PRINT R$
21810 LET T9=1
21820 GOTO 21900
21850 PRINT W$
21860 LET T9=0
21900 PRINT "10)"
21910 PRINT "THERE (ARE/IS) UNDER THE CIRCUMSTANCES YOU DESCRIBE"
21912 PRINT "NO SINGLE ANSWER TO YOUR PROBLEM."
21920 PRINT
21930 PRINT
21940 INPUT U1$
21950 IF U1$="IS" THEN 22000
21960 IF U1$="ARE" THEN 22050
21970 PRINT N9$
21980 GOTO 21910
22000 PRINT R$
22010 LET U1=1
22020 GOTO 22100
22050 PRINT W$
22060 LET U1=0
22100 PRINT "11)"
22110 PRINT "THERE (IS/ARE) A BIKE, A WAGON, AND A TOY CAR IN THE DRIVEWAY."
22120 PRINT
22130 PRINT
22140 INPUT U2$
22150 IF U2$="ARE" THEN 22200
22160 IF U2$="IS" THEN 22250
22170 PRINT N9$
22180 GOTO 22110
22200 PRINT R$
22210 LET U2=1
22220 GOTO 22300
22250 PRINT W$
22260 LET U2=0
22300 PRINT "12)"
22310 PRINT "WHERE (WAS/WERE) TOM AND HIS FRIEND WHEN WE REALLY NEEDED THEM?"
22320 PRINT
22330 PRINT
22340 INPUT U3$
22350 IF U3$="WERE" THEN 22400
22360 IF U3$="WAS" THEN 22450
22370 PRINT N9$
22380 GOTO 22310
22400 PRINT R$
22410 LET U3=1

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22420 GOTO 22500
22430 PRINT
22450 PRINT W$
22460 LET U3=0
22500 PRINT "13)"
22510 PRINT "WHERE (DO/DOES) DICK AND HIS LOVELY WIFE JANE LIVE THESE DAYS?"
22520 PRINT
22530 PRINT
22540 INPUT U4$
22550 IF U4$="DO" THEN 22600
22560 IF U4$="DOES" THEN 22650
22570 PRINT N9$
22580 GOTO 22510
22600 PRINT R$
22610 LET U4=1
22620 GOTO 22700
22650 PRINT W$
22660 LET U4=0
22700 PRINT "14)"
22710 PRINT "I (LAY/LAID) DOWN UNDER THE TREE AND SLEPT FOR AN HOUR."
22720 PRINT
22730 PRINT
22740 INPUT U5$
22750 IF U5$="LAY" THEN 22800
22760 IF U5$="LAID" THEN 22850
22770 PRINT N9$
22780 GOTO 22710
22800 PRINT R$
22810 LET U5=1
22820 GOTO 22900
22850 PRINT W$
22860 LET U5=0
22900 PRINT "15)"
22910 PRINT "HE SUGGESTED THAT WE (LIE/LAY) THE PARCELS DOWN FOR A FEW MOMENTS."
22920 PRINT
22930 PRINT
22940 INPUT U6$
22950 IF U6$="LAY" THEN 23000
22960 IF U6$="LIE" THEN 23050
22970 PRINT N9$
22980 GOTO 22910
23000 PRINT R$
23010 LET U6=1
23030 GOTO 23100
23050 PRINT W$
23060 LET U6=0
23100 PRINT "16)"
23110 PRINT "HE HAS (LAIN/LAID) THERE IN HIS BED ALL MORNING."
23120 PRINT
23130 PRINT
23140 INPUT U7$
23150 IF U7$="LAIN" THEN 23200
23160 IF U7$="LAID" THEN 23250
23170 PRINT N9$
23180 GOTO 23110
23200 PRINT R$

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23210 LET U7=1
23220 GOTO 23300
23250 PRINT W$
23260 LET U7=0
23300 PRINT
23310 PRINT
23320 PRINT "17)"
23330 PRINT"WHEN THE RESULTS ARE IN,"
23340 PRINT"YOU (WILL HAVE SEEN/WILL SEE)"
23350 PRINT"PROOF OF MY INNOCENCE."
23360 PRINT
23370 PRINT
23380 PRINT"TYPE '1' FOR 'WILL HAVE SEEN',"
23390 PRINT "OR TYPE '2' FOR 'WILL SEE'."
23400 PRINT
23410 PRINT
23420 INPUT U8$
23430 IF U8$="2" THEN 23480
23440 PRINT W$
23450 LET U8=0
23460 GOTO 23510
23480 PRINT R$
23490 LET U8=1
23510 PRINT
23520 PRINT
23530 PRINT"18)"
23540 PRINT"AS FAR AS I'M CONCERNED,"
23550 PRINT"BY NOW SHE HAS ALREADY (PROVEN/PROVING) HER WORTH."
23560 PRINT
23570 PRINT
23580 INPUT U9$
23590 IF U9$="PROVEN" THEN 23650
23600 PRINT W$
23610 LET U9=0
23620 GOTO 23680
23650 PRINT R$
23660 LET U9=1
23670 PRINT
23680 PRINT
23690 PRINT
23700 PRINT"19)"
23710 PRINT"I (LAY/LAID) ON THE BED AND THOUGHT ABOUT HER ALL MORNING."
23720 PRINT
23730 PRINT
23740 INPUT V1$
23750 IF V1$="LAY" THEN 23800
23760 PRINT W$
23770 LET V1=0
23780 GOTO 23840
23800 PRINT R$
23810 LET V1=1
23820 GOTO 23840
23840 PRINT
23850 PRINT "20)"
23860 PRINT"BECAUSE HE IS A CAREFUL CHILD BY NATURE,"
23870 PRINT"HE (LOOKS/LOOKED) BOTH WAYS WHENEVER TRAFFIC GETS HEAVY."

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23880 PRINT
23890 PRINT
23900 INPUT V2$
23910 IF V2$="LOOKS" THEN 23960
23920 PRINT W$
23930 LET V2=0
23940 GOTO 24000
23950 PRINT R$
23960 LET V2=1
23962 PRINT R$
24000 PRINT
24010 LET T=T1+T2+T3+T4+T5+T6+T7+T8+T9+U1+U2+U3+U4+U5+U6+U7+U8+U9+V1+V2
24020 LET T$="YOUR SCORE ON THIS QUIZ (OUT OF 20) IS"
24030 PRINT T$,T
25030 PRINT
25040 PRINT
26000 GOTO 90000
40000 REM EXTRA QUESTIONS ON VERBS
40010 REM THESE QUESTIONS ACCESSED BY GOSUB'S AT VARIOUS LINES
40020 PRINT
40030 PRINT
40040 REM ALL VARIABLES FOR THESE QUESTION WILL BE L (I.E. L1, L2, L3, ETC.)
40050 PRINT "LET'S TRY ANOTHER:"
40060 PRINT
40070 PRINT "I (LAY/LAID) DOWN BESIDE THE BROOK AND FELL ASLEEP."
40080 PRINT
40090 PRINT
40100 PRINT "WHICH FORM OF THE WORD IN BRACKETS IS CORRECT?"
40110 PRINT
40120 PRINT
40130 INPUT L1$
40140 IF L1$="LAY" THEN 40200
40150 IF L1$="LAID" THEN 40400
40160 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40170 GOTO 40070
40200 PRINT "RIGHT."
40210 LET L1=1
40220 PRINT "'LAY' IS THE PAST TENSE OF THE VERB 'TO LIE'"
40230 PRINT "(MEANING TO 'LIE DOWN, TO RECLINE')."
40240 PRINT
40250 PRINT "'LAID' IS THE PAST TENSE OF 'TO LAY'"
40260 PRINT "WHICH MEANS TO PLACE SOMETHING, TO PUT SOMETHING."
40270 PRINT
40280 PRINT "WE DON'T SPEAK OF OURSELVES PLACING DOWN SOMEWHERE--"
40290 PRINT "WE PLACE OTHER OBJECTS DOWN, PUT THEM"
40300 PRINT "IN A PARTICULAR PLACE."
40310 PRINT
40320 PRINT "THEREFORE, YOU CAN'T USE 'LAID.'"
40330 PRINT
40340 PRINT
40350 GOTO 40500
40400 PRINT "NO, THE RIGHT ANSWER IS 'LAY.'"
40410 LET L1=0
40420 GOTO 40220
40430 PRINT
40500 REM SECOND QUESTION--THIS SHOULD GO WITH PREVIOUS ONE WHEN ACCESSING

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40510 PRINT
40520 PRINT "HERE'S ANOTHER ONE:"
40530 PRINT
40540 PRINT
40550 PRINT "I HAVE (LAIN/LAID) HERE FOR AN HOUR TRYING TO THINK OF SOMETHING TO DO."
40560 PRINT
40570 PRINT
40580 PRINT "WHICH FORM OF THE WORD SHOULD YOU CHOOSE?"
40590 PRINT
40600 PRINT
40610 INPUT L2$
40620 IF L2$="LAIN" THEN 40700
40630 IF L2$="LAID" THEN 40900
40640 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40650 GOTO 40550
40660 PRINT
40700 PRINT "GOOD."
40705 LET L2=1
40710 PRINT "'LAIN' IS THE PAST PARTICIPLE OF THE VERB 'TO LIE'"
40720 PRINT "(WHICH MEANS TO RECLINE)."
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40730 PRINT
40740 PRINT
40750 PRINT "'LAID' IS THE PAST TENSE OF 'TO LAY'"
40760 PRINT "WHICH MEANS 'TO PLACE' OR 'TO PUT'."
40770 PRINT "'LAID' ALWAYS NEEDS AN OBJECT--SOMETHING"
40780 PRINT "THAT RECEIVES THE ACTION OF BEING"
40790 PRINT "PLACED' OR 'PUT'."
40800 PRINT
40810 PRINT "FOR EXAMPLE:"
40820 PRINT ""
40822 PRINT "'SHE LAID THE GLASS ON THE COUNTER.'"
40824 PRINT
40840 PRINT
40850 PRINT "OR"
40860 PRINT
40870 PRINT "'THE HEN LAID THE EGG.'"
40880 PRINT
40890 PRINT "'LAIN' ALWAYS REFERS TO THE IDEA OF RECLINING."
40892 GOSUB 80000
40894 GOTO 41000
40900 PRINT "NO, THE CORRECT ANSWER IS 'LAIN'."
40910 LET L2=0
40920 GOTO 40710
41000 GOTO 10620
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41002 REM RETURNS TO DECISION FRAME FOR C5 (LAY/LIE)
42000 REM SECOND SET OF QUESTION (THIRD IN TOTAL)
42010 PRINT "LET'S TRY THIS ONE:"
42020 PRINT
42030 PRINT
42040 PRINT "I (SEEN/SAW) THEM COMING TOWARDS ME AND I RAN."
42050 PRINT
42060 PRINT
42070 PRINT "WHICH FORM OF THE VERB IS CORRECT HERE?"
42080 PRINT
42090 PRINT
42100 INPUT L3$
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42110 IF L3$="SAW" THEN 42200
42120 IF L3$="SEEN" THEN 42400
42130 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
42140 GOTO 42040
42200 PRINT "RIGHT."
42210 LET L3=1
42220 PRINT "IN ORDER TO USE 'SEEN' HERE,"
42230 PRINT "YOU WOULD NEED TO ADD THE AUXILIARY VERB"
42240 PRINT "'HAVE'--'I HAVE SEEN THEM COMING'."
42242 PRINT
42244 PRINT "'SEEN' IS THE PAST PARTICIPLE OF 'TO SEE'."
42246 PRINT
42248 PRINT "SO YOU COULD ONLY USE IT WITH AN"
42250 PRINT "AN AUXILIARY VERB: 'HAVE' IS CORRECT HERE."
42252 PRINT
42254 PRINT "('I HAVE SEEN . . . .'"
42256 PRINT "OR 'HAVING'--'HAVING SEEN THEM COMING'.)"
42258 PRINT
42260 PRINT
42270 GOTO 42600
42400 PRINT "NO, THE RIGHT ANSWER IS 'SAW'."
42410 LET L3=0
42420 PRINT "THE SENTENCE SHOULD READ"
42438 PRINT "'I SAW THEM COMING TOWARDS ME. ETC.'"
42440 PRINT
42450 GOTO 42220
42600 PRINT "TRY THIS ONE:"
42610 PRINT
42620 REM SECOND QUESTION OF THIS SET (4TH OVERALL)
42630 PRINT
42640 PRINT "I DIDN'T (SEE/SAW) THE CAR IN TIME, AND WAS RUN OVER."
42650 PRINT
42660 PRINT
42670 PRINT "WHICH IS THE CORRECT FORM OF THE VERB?"
42680 PRINT
42690 PRINT
42700 INPUT L4$
42710 IF L4$="SEE" THEN 42800
42730 IF L4$="SAW" THEN 42900
42740 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
42750 GOTO 42640
42800 PRINT "RIGHT."
42810 LET L4=1
42820 PRINT "WITH THE AUXILIARY VERB 'DIDN'T'."
42830 PRINT "'SEE' IS THE ONLY FORM POSSIBLE."
42840 PRINT
42850 PRINT "IF YOU WISHED TO USE 'SAW',"
42860 PRINT "YOU WOULD HAVE TO DROP 'DIDN'T'."
42870 PRINT
42880 GOTO 43000
42900 PRINT "NO, THE RIGHT ANSWER IS 'SEE'."
42910 LET L4=0
42920 PRINT ""
42930 GOTO 42820
43000 PRINT
44000 REM FIFTH QUESTION ON C2

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44010 PRINT
44020 PRINT
44030 PRINT "LOOK AT THIS ONE:"
44040 PRINT
44050 PRINT
44060 PRINT "AFTER A GREAT BATTLE, THEIR ARMY (WAS/IS) DEFEATED,"
44070 PRINT "AND THEY RETURNED HOME HUMILIATED."
44080 PRINT
44090 PRINT
44100 PRINT "WHICH FORM OF THE VERB IN BRACKETS IS CORRECT?"
44110 PRINT
44120 PRINT
44130 INPUT L5$
44140 IF L5$="WAS" THEN 44200
44150 IF L5$="IS" THEN 44400
44160 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
44170 PRINT
44200 PRINT "RIGHT."
44210 LET L5=1
44220 PRINT "'IS' WOULD ONLY BE POSSIBLE IF YOU WERE"
44230 PRINT "TRYING TO MAKE YOUR STYLE IMMEDIATE---"
44240 PRINT "'THEIR ARMY IS DEFEATED' OR SOMETHING LIKE THAT."
44242 GOSUB 80000
44250 PRINT
44260 PRINT "BUT THIS SENTENCE INCLUDES THE PAST TENSE OF 'RETURN':"
44270 PRINT "AND TENSES MUST BE CONSISTENT ALL THE WAY THROUGH."
44280 PRINT
44290 PRINT "HAD 'RETURNS' BEEN USED, YOU WOULD HAVE HAD TO USE"
44300 PRINT "'IS' IN ORDER TO KEEP THINGS CONSISTENT"
44310 PRINT "('AFTER A GREAT BATTLE, THEIR ARMY IS DEFEATED"
44320 PRINT "AND RETURNS HOME HUMILIATED.')"
44330 PRINT
44340 PRINT "BUT THIS IS VERY MUCH A DELIBERATE"
44350 PRINT "STYLISTIC CHOICE, AND IS NOT"
44360 PRINT "THE PROBLEM IN THE SENTENCE"
44370 PRINT "YOU WERE GIVEN."
44372 GOSUB 80000
44380 PRINT
44390 GOTO 44600
44400 PRINT "NO, THE RIGHT ANSWER IS 'WAS'."
44410 LET L5=0
44420 GOTO 44220
44600 REM DECISION FRAME
44602 IF B1+B2+D1+D2+L5=5 THEN 57600
45000 REM FOURTH SET OF QUESTIONS ADDED TO VERB
45010 PRINT
45020 PRINT "LET'S DO SOME PRACTICE QUESTIONS ON SINGULAR AND PLURAL VERB AGREEMENT."
45030 PRINT
45040 PRINT
45050 PRINT "GOOD WAITERS USUALLY (BRINGS/BRING) ONE'S MEAL PROMPTLY."
45060 PRINT
45070 PRINT
45080 PRINT "WHICH FORM OF THE VERB IN BRACKETS IS THE CORRECT ONE?"
45090 PRINT
45100 PRINT
45110 INPUT L6$

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45120 IF L6$="BRING" THEN 45200
45130 IF L6$="BRINGS" THEN 45400
45140 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
45150 GOTO 45050
45160 PRINT
45200 PRINT "RIGHT."
45210 LET L6=1
45220 PRINT "'BRING' IS THE THIRD PERSON PLURAL"
45230 PRINT "OF THE VERB 'TO BRING'."
45240 PRINT
45250 PRINT "IT HAS TO BE USED WITH A PLURAL NOUN LIKE 'WAITERS'."
45260 PRINT
45270 PRINT "YOU WOULD USE 'BRINGS' ONLY"
45280 PRINT "IF THE NOUN IN QUESTION WERE SINGULAR"
45290 PRINT "('A GOOD WAITER BRINGS . . . ETC.')."
45300 PRINT
45310 PRINT
45320 GOTO 45700
45400 PRINT "NO, THE CORRECT ANSWER IS 'BRING'."
45410 PRINT
45420 LET L6=0
45430 GOTO 45220
45700 PRINT
47000 REM FIFTH SET OF QUESTIONS ON VERB
47010 PRINT
47020 PRINT
47030 PRINT "HERE'S ONE MORE."
47040 PRINT
47050 PRINT
47060 PRINT "A BOOK AND SOME PAPERS (IS/ARE) NEEDED FOR THE TRICK."
47070 PRINT
47080 PRINT
47090 PRINT "WHICH FORM OF THE VERB IN BRACKETS IS CORRECT?"
47100 PRINT
47110 PRINT
47120 INPUT L7$
47130 IF L7$="ARE" THEN 47200
47140 PRINT
47150 IF L7$="IS" THEN 47400
47160 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
47170 GOTO 47060
47180 PRINT
47200 PRINT "RIGHT."
47210 LET L7=1
47220 PRINT "A COMPOUND SUBJECT"
47230 PRINT "--THAT IS, ONE MADE UP OF MORE THAN ONE THING--"
47240 PRINT "REQUIRES A PLURAL VERB."
47242 PRINT
47244 PRINT "'A BOOK AND SOME PAPERS' IS A COMPOUND SUBJECT"
47246 PRINT "AND MUST FOLLOW THIS RULE."
47250 PRINT
47260 GOTO 47500
47400 PRINT "NO, THE RIGHT ANSWER IS 'ARE'."
47410 PRINT
47420 LET L7=0
47430 PRINT "THE SENTENCE SHOULD READ"

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47440 PRINT "A BOOK AND SOME PAPERS ARE NEEDED FOR THE TRICK."
47450 PRINT
47460 GOTO 47220
47500 GOTO 57000
48000 REM THIRD QUESTION ON CONCEPT 1
48010 REM SEE SHEET A NUMBER 37
48020 PRINT
48030 PRINT
48040 PRINT "HERE'S ANOTHER ONE TO LOOK AT:"
48050 PRINT
48060 PRINT
48070 PRINT "AS NEW EXPLORATIONS TO OUTER SPACE OCCUR"
48080 PRINT "NEW MAPS OF THE STARS (WILL HAVE BEEN/"
48090 PRINT "WILL HAVE TO BE) DRAWN."
48100 PRINT
48110 PRINT
48120 PRINT "TYPE '1' IF YOU THINK THE ANSWER SHOULD BE"
48130 PRINT "'WILL HAVE BEEN'."
48140 PRINT "TYPE '2' IF YOU THINK THE ANSWER SHOULD BE"
48150 PRINT "'WILL HAVE TO BE'."
48160 PRINT
48170 PRINT
48180 INPUT L8$
48190 IF L8$="2" THEN 48300
48200 IF L8$="1" THEN 48600
48210 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
48220 PRINT
48230 GOTO 48070
48300 PRINT "RIGHT."
48310 LET L8=1
48320 PRINT "SINCE THE SENTENCE TALKS ABOUT THE FUTURE,"
48330 PRINT "THE VERB HAS TO BE ONE THAT INDICATES"
48340 PRINT "SOME FUTURE ACTIVITY."
48350 PRINT
48360 PRINT "'WILL HAVE TO BE' SUGGESTS SOMETHING"
48370 PRINT "THAT HAS NOT YET HAPPENED, BUT WILL"
48380 PRINT "OCCUR AT SOME FUTURE DATE."
48390 PRINT
48400 PRINT
48410 GOTO 49000
48600 PRINT "NO, THE RIGHT ANSWER IS 'WILL HAVE TO BE'."
48610 PRINT
48620 LET L8=0
48630 PRINT "'WILL HAVE BEEN' INDICATES AN ACTION"
48640 PRINT "THAT HAS ALREADY TAKEN PLACE"
48650 PRINT "('BEEN' CARRIES THIS IDEA QUITE STRONGLY)."
48660 PRINT
48670 PRINT "BUT,"
48680 GOTO 48320
49000 PRINT
49010 PRINT
49020 PRINT "HERE'S ONE MORE TO TRY."
49030 PRINT
49040 PRINT
49050 PRINT "WHEN MORE STATISTICS ARE AVAILABLE,"
49060 PRINT "THE NEWSPAPER (WILL HAVE RUN/WILL RUN)"

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49070 PRINT "A COMPLETE ANALYSIS."
49080 PRINT
49090 PRINT
49110 PRINT "TYPE '1' IF YOU THINK THE ANSWER IS"
49120 PRINT "'WILL HAVE RUN'."
49130 PRINT "TYPE '2' IF YOU THINK THE ANSWER IS"
49140 PRINT "'WILL RUN'."
49150 PRINT
49160 PRINT
49170 PRINT
49180 INPUT L9$
49190 IF L9$="2" THEN 49300
49200 IF L9$="1" THEN 49500
49210 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
49220 PRINT
49230 GOTO 49050
49240 PRINT
49300 PRINT "GOOD."
49310 PRINT
49320 LET L9=1
49330 PRINT "WHENEVER THE MAIN VERB SPEAKS ABOUT THE FUTURE"
49340 PRINT "THE OTHER VERBS IN THE SENTENCE MUST AGREE WITH IT."
49350 PRINT
49360 GOTO 49700
49500 PRINT "NO. THE RIGHT ANSWER IS 'WILL RUN'."
49510 PRINT
49520 LET L9=0
49530 PRINT "'WILL HAVE RUN' SUGGESTS SOMETHING"
49540 PRINT "THAT HAS ALREADY HAPPENED IN THE PAST."
49550 PRINT
49560 PRINT "BUT THIS SENTENCE TALKS ABOUT THE FUTURE."
49570 PRINT
49580 GOTO 49330
49700 PRINT
50000 REM THE FOLLOWING IS BASED ON QUESTION 38 ON SHEET A
50010 REM VARIABLES FROM THIS POINT WILL BE R1 . . . R9
50020 PRINT
50030 PRINT
50040 PRINT "LET'S LOOK AT THIS ONE:"
50050 PRINT
50060 PRINT
50070 PRINT "REMEMBER, HE HAS ALREADY"
50080 PRINT "(SUGGESTING/SUGGESTED) ONE SOLUTION TO THE PROBLEM."
50090 PRINT
50100 PRINT
50110 PRINT "WHICH FORM OF THE VERB IN BRACKETS IS CORRECT?"
50120 PRINT
50130 PRINT
50140 INPUT R1$
50150 IF R1$="SUGGESTED" THEN 50200
50160 IF R1$="SUGGESTING" THEN 50400
50170 PRINT "YOUR ANSWER WAS NOT EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
50180 PRINT
50190 GOTO 50070
50200 PRINT "GOOD."
50210 LET R1=1

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50220 PRINT "SUGGESTED" SHOWS THAT THE ACTION HAS"
50230 PRINT "BEEN COMPLETED SOME TIME IN THE PAST."
50240 PRINT
50260 GOTO 50600
50400 PRINT "NO, THE RIGHT ANSWER IS 'SUGGESTED'."
50410 LET R1=0
50420 PRINT "THE PROBLEM WITH 'SUGGESTING'"
50430 PRINT "IS THAT ITS FORM SAYS THAT THE ACTION"
50440 PRINT "IT DESCRIBES KEEPS ON OCCURRING."
50450 PRINT
50460 PRINT "BUT THE THE SENTENCE MAKES IT CLEAR THAT"
50470 PRINT "THE ACT OF SUGGESTION"
50480 PRINT "HAS 'ALREADY' HAPPENED."
50490 PRINT
50500 PRINT "THEREFORE, YOU NEED A WORD THAT"
50510 PRINT "INDICATES THIS."
50520 PRINT
50530 PRINT "THE WORD"
50540 GOTO 50220
50600 PRINT
51000 PRINT
51010 PRINT
51020 REM THIS QUESTION IS BASED ON NUMBER 39 ON SHEET A
51030 PRINT
51040 PRINT "TRY THIS:"
51050 PRINT
51060 PRINT
51070 PRINT "THERE ARE AT LEAST A DOZEN WAYS TO INSULT HER,"
51080 PRINT "ESPECIALLY WHEN I (THINK/THOUGHT) OF HER ATTITUDE."
51090 PRINT
51100 PRINT
51110 PRINT "WHICH FORM OF THE VERB IN BRACKETS IS CORRECT?"
51120 PRINT
51130 PRINT
51140 INPUT R2$
51150 IF R2$="THINK" THEN 51200
51160 IF R2$="THOUGHT" THEN 51400
51170 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
51180 GOTO 51070
51200 PRINT "RIGHT."
51210 LET R2=1
51220 PRINT "THE WORD 'ARE' SHOWS THAT THE ACTION"
51230 PRINT "DESCRIBED IN THE SENTENCE IS"
51240 PRINT "TAKING PLACE IN THE PRESENT."
51250 PRINT
51260 PRINT "THEREFORE, 'THINK' IS CORRECT BECAUSE"
51262 PRINT "IT TOO DEALS WITH SOMETHING IN THE PRESENT."
51266 GOSUB 80000
51270 PRINT
51280 PRINT
51290 GOTO 51600
51400 PRINT "NO, THE RIGHT ANSWER IS 'THINK'."
51410 PRINT
51420 LET R2=0
51430 PRINT "THE PROBLEM WITH 'THOUGHT' IS THAT"
51440 PRINT "IT IS THE PAST TENSE FORM OF THE VERB."

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51450 PRINT
51460 PRINT "IT TELLS US THAT THE THINKING IS FINISHED."
51470 PRINT
51480 PRINT "BUT"
51490 GOTO 51220
51600 REM DECISION FRAME
51612 IF A1+A2+A3+L8+L9+R1+R2=7 THEN 56600
51614 REM ABOVE LIN GOES TO 'RETURN' WHICH GOES THEN TO 02(SING /PLURAL ON1300)
52000 PRINT
52010 PRINT
52020 REM THIS QUESTION IS BASED ON NUMBER 48 ON SHEET A
52030 PRINT
52040 REM START OF D&P FOR CONCEPT 1
52042 PRINT "LET'S TRY A FEW PRACTICE QUESTIONS ON TENSES."
52044 REM D&P1 --R3,R4,R5,R6,R7
52050 PRINT
52060 PRINT
52070 PRINT "NONETHELESS, THE COACH STILL"
52080 PRINT "(ASKING/ASKED) TOMMY TO TRY OUT FOR THE TEAM."
52090 PRINT
52100 PRINT
52110 PRINT "WHICH FORM OF THE VERB IN BRACKETS IS CORRECT?"
52120 PRINT
52130 PRINT
52140 INPUT R3$
52150 IF R3$="ASKED" THEN 52200
52160 IF R3$="ASKING" THEN 52600
52170 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
52180 PRINT
52190 GOTO 52070
52200 PRINT "RIGHT."
52210 LET R3=1
52220 PRINT "'ASKED' SHOWS THAT THE ACTION"
52230 PRINT "DESCRIBED IN THE SENTENCE"
52240 PRINT "IS COMPLETE."
52250 PRINT
52260 PRINT
52270 GOTO 52800
52600 PRINT "NO, THE RIGHT ANSWER IS 'ASKED'."
52610 PRINT
52620 PRINT "THE TROUBLE WITH 'ASKING'"
52630 PRINT "IS THAT IT DOESN'T GIVE US A SENSE"
52640 PRINT "OF A FINISHED, COMPLETED ACTION."
52650 PRINT
52660 PRINT "IT SEEMS TO SAY THAT WHATEVER HAPPENED"
52670 PRINT "IS STILL HAPPENING--BUT THIS"
52680 PRINT "DOESN'T MAKE FOR A COMPLETE SENTENCE"
52690 PRINT "WITH A COMPLETE THOUGHT."
52700 PRINT
52710 PRINT "ON THE OTHER HAND, THE WORD"
52720 GOTO 52220
52800 PRINT
53000 REM QUESTION BASED ON NUMBER 55 ON SHEET A
53010 PRINT
53020 PRINT
53030 PRINT "LOOK AT THE FOLLOWING:"

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53040 PRINT
53050 PRINT "I ONCE BOUGHT AN OLD CAR"
53060 PRINT "THAT (GIVES/GAVE) OFF A TERRIBLE SHELL"
53070 PRINT "EVERY TIME I STARTED IT."
53080 PRINT
53090 PRINT
53100 PRINT "WHICH IS THE CORRECT FORM OF THE VERB IN BRACKETS?"
53110 PRINT
53120 PRINT
53130 INPUT R4$
53140 IF R4$="GAVE" THEN 53200
53150 IF R4$="GIVES" THEN 53400
53160 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
53170 PRINT
53180 PRINT
53190 GOTO 53050
53200 PRINT "RIGHT."
53210 LET R4=1
53220 PRINT "'GAVE' IS CORRECT BECAUSE"
53230 PRINT "THE ACTION DESCRIBED ALL THROUGH THE SENTENCE"
53240 PRINT "IS IN THE PAST TENSE--'ONCE', 'BOUGHT'."
53250 PRINT "'STARTED'--AS IS 'GAVE' ITSELF."
53260 PRINT
53270 PRINT
53280 GOTO 53600
53400 PRINT "NO, THE RIGHT ANSWER IS 'GAVE'."
53410 PRINT
53420 LET R4=0
53430 PRINT "'GIVES' IS THE PRESENT TENSE OF THE VERB"
53440 PRINT "BUT THE WHOLE SENTENCE TALKS ABOUT"
53450 PRINT "WHAT HAPPENED ONCE--IN THE PAST--"
53460 PRINT "RATHER THAN WHAT IS HAPPENING NOW."
53470 PRINT
53480 PRINT
53490 PRINT "THEREFORE, YOU NEED A FORM OF THE VERB"
53500 PRINT "THAT MAKES THIS CLEAR."
53510 PRINT
53520 GOTO 53220
53600 PRINT
54000 REM QUESTION BASED ON NUMBER 56 SHEET A
54010 PRINT
54020 PRINT
54030 PRINT "TRY THIS:"
54040 PRINT
54050 PRINT
54060 PRINT "IT MUST BE A DOG IF IT"
54070 PRINT "BARKS LIKE A DOG."
54080 PRINT "WAGS ITS TAIL LIKE A DOG, AND"
54090 PRINT "(RAN/RUNS) AFTER CARS LIKE A DOG."
54100 PRINT
54110 PRINT
54120 PRINT "WHICH IS THE CORRECT FORM OF THE VERB IN BRACKETS?"
54130 PRINT
54140 PRINT
54150 INPUT R5$
54160 IF R5$="RUNS" THEN 54200

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54170 IF R5$="RAN" THEN 54400
54180 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECKIT AND TRY AGAIN."
54190 GOTO 54060
54200 PRINT"RIGHT."
54210 LET R5=1
54220 PRINT"'RUNS' IS RIGHT "
54230 PRINT"BECAUSE IT IS IN THE PRESENT TENSE."
54240 PRINT "AND IS CONSISTENT WITH THE OTHER"
54250 PRINT "VERBS USED IN THE SENTENCE."
54260 PRINT
54270 PRINT
54280 GOTO 54600
54400 PRINT"NO, THE RIGHT ANSWER IS 'RUNS'."
54410 LET R5=0
54420 PRINT"THE TROUBLE WITH 'RAN' HERE"
54430 PRINT"IS THAT IT'S IN THE PAST TENSE."
54440 PRINT
54450 PRINT"BUT ALL THE OTHER VERBS "
54460 PRINT "---'LOOKS' AND 'WALKS'--ARE IN THE PRESENT."
54470 PRINT
54480 PRINT "YOU CAN'T JUMP AROUND FROM TENSE TO TENSE"
54490 PRINT "LIKE THAT WITHOUT CONFUSING THE READER."
54500 PRINT
54510 GOTO 54220
54600 PRINT
55000 REM QUESTION BASED ON NUMBER 63 SHEET A
55010 PRINT
55020 PRINT
55030 PRINT"HERE'S ONE MORE TO TRY: "
55040 PRINT
55050 PRINT"ALTHOUGH HE IS USUALLY LATE,"
55060 PRINT"HE (OWNED/OWNS) AN ALARM CLOCK THAT WORKS."
55070 PRINT
55080 PRINT
55090 PRINT"WHICH IS THE CORRECT FORM OF THE VERB IN BRACKETS?"
55100 PRINT
55120 INPUT R6$
55130 IF R6$="OWNS" THEN 55200
55140 IF R6$="OWNED" THEN 55400
55150 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
55160 PRINT
55170 GOTO 55050
55200 PRINT"RIGHT."
55210 LET R6=1
55220 PRINT"'OWNS' IS RIGHT BECAUSE THE SENTENCE"
55230 PRINT"INDICATES THAT HIS 'LATENESS' IS"
55240 PRINT"SOMETHING THAT IS STILL HAPPENING."
55242 PRINT
55244 PRINT"(WE SAY THAT IT IS 'HABITUAL'.)"
55246 GOSUB 80000
55250 PRINT
55260 PRINT
55270 GOTO 55600
55400 PRINT "NO, THE CORRECT ANSWER IS 'OWNS'."
55410 PRINT
55420 LET R6=0

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55430 PRINT"'OWNED' IS THE PAST FORM OF THE VERB--"
55440 PRINT"IT SAYS TO THE READER THAT THE"
55450 PRINT"ACTION BEING DESCRIBED IS FINISHED."
55460 PRINT
55470 PRINT "BUT THE SENTENCE IS TALKING ABOUT"
55480 PRINT "A CONDITION THAT STILL GOES ON,"
55490 PRINT"SOMETHING THAT TAKES PLACE EVEN AS WE READ."
55500 PRINT
55510 GOTO 55220
55600 PRINT
56000 REM QUESTION BASED ON NUMBER 64 ON SHEET A'
56010 PRINT
56020 PRINT
56030 PRINT "LOOK AT THIS ONE:"
56040 PRINT
56050 PRINT "A LONG TIME AGO, HE WAS ASKED IF HE KNEW"
56060 PRINT "WHAT HE WANTED TO STUDY AT SCHOOL,"
56070 PRINT"AND HE (ANSWERS/ANSWERED) THAT HE DIDN'T"
56080 PRINT"WANT TO GO TO SCHOOL AT ALL."
56090 PRINT
56100 PRINT"WHICH FORM OF THE VERB IN BRACKETS IS CORRECT?"
56110 PRINT
56120 PRINT
56130 INPUT R7$
56140 IF R7$="ANSWERED" THEN 56200
56150 IF R7$="ANSWERS" THEN 56400
56160 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
56170 PRINT
56180 PRINT
56190 GOTO 56050
56200 PRINT"GOOD."
56210 LET R7=1
56220 PRINT"'ANSWERED' IS RIGHT BECAUSE"
56230 PRINT"NOT ONLY DOES ALL THE ACTION TAKE PLACE IN THE PAST,"
56240 PRINT "BUT ALL THE OTHER VERBS USE THE PAST TENSE."
56250 PRINT
56260 PRINT "YOU HAVE TO BE CONSISTENT THROUGHOUT."
56262 GOSUB 80000
56270 PRINT
56280 GOTO 56600
56400 PRINT"NO, 'ANSWERED' IS CORRECT."
56410 LET R7=0
56415 PRINT
56420 PRINT"'ANSWERS' IS THE PRESENT TENSE FORM OF THE VERB."
56430 PRINT
56440 PRINT"YOU MIGHT USE IT IN TELLING A STORY"
56450 PRINT"THAT HAPPENED IN THE PAST IF YOU WANTED"
56460 PRINT"TO GIVE IMMEDIACY AND COLOR TO IT:"
56470 PRINT
56480 PRINT "LAST WEEK HE COMES UP TO ME AND HE SAYS,"
56485 PRINT "'WHO DO YOU THINK YOU ARE, ANYWAY,"
56490 PRINT "SNEAKING AROUND BEHIND MY BACK?"
56492 GOSUB 80000
56500 PRINT
56510 PRINT"BUT EVEN HERE,"
56520 PRINT"ALL THE VERBS WOULD HAVE TO BE IN THE PRESENT"

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56530 PRINT "TENSE TO BE CORRECT."

56540 PRINT

56550 PRINT "GIVEN THIS SENTENCE."

56570 GOTO 56220

56600 GOTO 1310

57000 REM 3RD QUESTION ON Q&P 2

57010 PRINT

57020 PRINT

57030 PRINT "LET'S TRY THIS ONE:"

57040 PRINT

57050 PRINT

57060 PRINT "PROBLEMS LIKE YOURS"

57070 PRINT "ARE NOT THE ONLY THINGS"

57080 PRINT "THAT MATTERS/MATTER."

57090 PRINT

57100 PRINT

57110 PRINT "WHICH FORM OF THE VERB IN BRACKETS, IS CORRECT?"

57120 PRINT

57130 PRINT

57140 INPUT R8\$

57150 IF R8\$="MATTER" THEN 57200

57160 IF R8\$="MATTERS" THEN 57400

57170 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."

57180 PRINT

57190 GOTO 57060

57200 PRINT "RIGHT."

57210 PRINT

57220 LET R8=1

57230 PRINT "'MATTER' IS CORRECT"

57240 PRINT "BECAUSE IT IS THE THIRD PERSON"

57250 PRINT "PLURAL FORM OF THE VERB."

57260 PRINT

57270 PRINT

57280 GOTO 57600

57400 PRINT "NO, THE RIGHT ANSWER IS 'MATTER'."

57410 PRINT

57420 LET R8=0

57430 PRINT "'MATTERS' IS THE THIRD PERSON SINGULAR"

57440 PRINT "FORM OF THE VERB."

57450 PRINT

57460 PRINT "THE SENTENCE, HOWEVER, ISN'T TALKING"

57470 PRINT "ABOUT ONE PROBLEM, BUT"

57480 PRINT "ABOUT MORE THAN ONE."

57490 PRINT ""

57500 PRINT "THE SENTENCE THEREFORE NEEDS"

57510 PRINT "A PLURAL FORM OF A VERB."

57512 GOSUB 80000

57520 PRINT

57530 GOTO 57230

57600 GOTO 2420

57602 REM GOES TO C3 (COMPOUND SUBJECTS)

65602 REM THIS TAKES STUDENT TO CONCEPT 2 (SING/PLURAL)

80000 PRINT

80010 PRINT

80020 PRINT

80030 PRINT "TO CONTINUE, TYPE '1' AND THE 'RETURN' KEY."

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80040 PRINT
80050 PRINT
80060 INPUT P9$
80070 IF P9$="1" THEN 80080
80080 PRINT
80090 RETURN
90000 PRINT"PATTERN OF ANSWERS"
90010 REM CONCEPT 1: TENS
90020 REM CONCEPT 2: SING/PLURAL
90030 REM CONCEPT 3: COMPOUND SUBJECT
90040 REM CONCEPT 4: VERB BEFORE SUBJECT
90050 REM CONCEPT 5: LAY/LIE
90060 PRINT"C1" A1;A2;A3;L8;L9;R1;R2
90070 PRINT"D&P1" R3;R4;R5;R6;R7
90080 PRINT"C2" B1;B2;D1;D2;L5
90090 PRINT"D&P2" L6;L7;R8
90100 PRINT"C3" C1;C2;C3
90110 PRINT"D&P3" C4;D3;D4
90120 PRINT"C4" E1;E2;E3;E4
90130 PRINT"D&P4" F1;F2;F3
90140 PRINT"C5" G1;G2;G3;L1;L2
90150 PRINT"D&P5" H1;H2;H3
90160 PRINT"CT" T1;T2;T3;T4;T5;T6;T7;T8;T9;U1;U2;U3;U4;U5;U6;U7;U8;U9;V1;V2
90170 PRINT Z9$
99999 END

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XPRCASE

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00010 REM XPRCASE
00015 REM FINAL DRAFT--SEPT 78/LW
00016 REM COPYRIGHT 1978
00020 REM THIS VERSION IS PARALLEL TO PCASE BUT CONTAINS DRILL AND PRACTICE
00025 REM WRITTEN BY ARNOLD KELLER
00026 REM ADDITIONAL MATERIAL BY ANNE BLOTT
00030 REM VANIER COLLEGE/CONCORDIA UNIVERSITY
00032 REM C1--Q'S 113,114,115
00034 REM DEP1--BEGINS 1960--Q'S 116,117,118
00036 REM C2--BEGINS 2625--Q'S 119,120,121
00038 REM DEP2--BEGINS 4020--Q'S 122,123,124
00040 REM C3--BEGINS 4765--Q'S 125,126,127,128,129,130
00042 REM DEP3--BEGINS 6600--Q'S 131,132,133
00044 REM C4--BEGINS 7385--Q'S 134,135,136,137
00046 REM DEP4--BEGINS 8850--Q'S 138,139,140
00048 REM C5--BEGINS 9675--Q'S 141,142,143
00050 REM DEP5--BEGINS 11680--Q'S 144,145,146
00052 REM CT--BEGINS 12690--20 QUESTIONS
00100 REM THIS IS A LESSON ON THE CASE OF PRONOUNS
00110 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
00112 PRINT
00114 PRINT"PLEASE ENTER YOUR NAME AND ID NUMBER."
00116 PRINT
00118 INPUT N1$
00120 PRINT "IN THIS LESSON,"
00130 PRINT "WE'LL LOOK AT THE CASE OF PRONOUNS."
00140 PRINT
00150 PRINT
00160 PRINT "THE WORD 'CASE' REFERS TO THE FORM A"
00170 PRINT "WORD TAKES TO SHOW ITS RELATIONSHIP"
00180 PRINT "TO OTHER WORDS."
00190 PRINT
00200 PRINT "YOU ARE PROBABLY ALREADY FAMILIAR WITH"
00210 PRINT "THE POSSESSIVE CASE--"
00220 PRINT
00230 PRINT "'HIS' BOOK, 'YOUR' CAR, ETCETERA."
00240 PRINT
00250 PRINT
00260 PRINT "BUT THERE ARE TWO OTHER CASES IN ENGLISH"
00270 PRINT "THAT YOU SHOULD KNOW ABOUT."
00280 PRINT
00290 PRINT "THEY ARE THE SUBJECTIVE"
00300 PRINT "(ALSO CALLED THE NOMINATIVE)"
00310 PRINT "AND THE OBJECTIVE"
00320 PRINT "(ALSO CALLED THE ACCUSATIVE)."
```

00322 GOSUB 80000

00323 REM GOSUB 80000 IS A PAUSE SUBROUTINE USED AT VARIOUS POINTS

00324 REM THROUGHOUT THE LESSON TO ALLOW THE STUDENT TO PACE THE SPEED.

00325 GOSUB 60000

00326 REM GOSUB 60000 IS A SUBROUTINE ON THE CASES OF PRONOUNS. IT

00327 REM IS USED AS A REFRESHER DURING THE LESSON.

00328 GOSUB 80000

00330 PRINT

00340 PRINT

00350 PRINT "IT IS NOT VERY IMPORTANT THAT YOU REMEMBER"

00360 PRINT "THESE TECHNICAL TERMS:"

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00370 PRINT
00380 PRINT "IT IS IMPORTANT THAT YOU USE WORDS"
00390 PRINT "IN THEIR PROPER CASE IN ORDER TO SHOW"
00400 PRINT "YOUR READER THE CORRECT RELATIONSHIPS"
00410 PRINT "BETWEEN WORDS IN YOUR SENTENCES."
00412 GOSUB 80000
00420 PRINT
00430 PRINT
00440 PRINT "THE MOST IMPORTANT USE OF THE SUBJECTIVE CASE IS,"
00450 PRINT "AS YOU WOULD IMAGINE, AS THE SUBJECT OF A VERB."
00460 PRINT
00470 PRINT "YOU WOULDN'T WRITE, FOR EXAMPLE,"
00480 PRINT "'HIM IS HERE';"
00490 PRINT
00500 PRINT "YOU WOULD PUT 'HIM' IN ITS PROPER CASE"
00502 PRINT "(THAT IS, YOU WOULD USE THE SUBJECTIVE CASE)"
00510 PRINT "AND WRITE"
00520 PRINT "'HE IS HERE.'"
00530 PRINT
00540 PRINT
00550 PRINT "SIMILARLY,"
00560 PRINT "YOU WOULDN'T SAY"
00570 PRINT "'ME WANT TO GO.'"
00575 PRINT "BUT"
00580 PRINT "'I WANT TO GO.'"
00582 GOSUB 80000
00590 PRINT
00600 PRINT
00610 PRINT "THESE ARE EASY EXAMPLES, BUT THERE ARE A FEW PLACES"
00620 PRINT "WHERE CONFUSION ARISES."
00630 PRINT
00640 PRINT "ONE OF THESE IS AFTER THE VERB 'TO BE'"
00643 REM TO THE APPROPRIATE EXPLANATION FOR HIS RESPONSE.
00644 REM EACH ERROR RECEIVES AN INDIVIDUALIZED EXPLANATION.
00645 REM SIMILAR ANALYSIS IS DONE FOR EACH QUESTION.
00650 PRINT "OR ANY OF ITS FORMS (WAS, IS, ARE, ETCETERA)."
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00660 PRINT

00662 PRINT

00663 REM MAIN POINT FOR C1

00664 PRINT "*****"

00666 PRINT

00670 PRINT "AFTER A FORM OF 'TO BE',"

00680 PRINT "YOU MUST USE THE SUBJECTIVE CASE."

00682 PRINT

00684 PRINT "*****"

00686 PRINT

00690 PRINT

00700 PRINT "FOR EXAMPLE:"

00710 PRINT

00720 PRINT "IT WAS I WHO CALLED YESTERDAY."

00730 PRINT

00740 PRINT "IN CONVERSATION,"

00750 PRINT "YOU WOULD PROBABLY SAY"

00760 PRINT ""

00770 PRINT "'IT'S ME'"

00780 PRINT

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00790 PRINT "WHICH USAGE HAS MADE ACCEPTABLE."
00800 PRINT
00810 PRINT "BUT IN WRITING,"
00820 PRINT "YOU SHOULD ALWAYS PRESERVE THE DISTINCTION"
00830 PRINT "BETWEEN THE SUBJECTIVE CASE (IT IS I . . .)"
00840 PRINT "AND THE OBJECTIVE CASE ('HE HIT ME')."
00842 GOSUB 80000
00844 GOSUB 60000
00846 GOSUB 80000
00850 PRINT
00855 REM FIRST QUESTION ON CONCEPT 1
00860 PRINT "HERE IS ANOTHER EXAMPLE. . CHOOSE THE CORRECT WORD."
00870 PRINT
00875 REM QUESTION 113
00880 PRINT "THE TWO BOYS AWARDED PRIZES WERE TOM AND (HE/HIM)."

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01220 PRINT
01230 PRINT
01240 PRINT
01250 INPUT A2$
01260 IF A2$="SHE" THEN 1400
01270 IF A2$="HER" THEN 1500
01280 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
01282 REM N9$ ALLWS FOR TYPOGRAPHICAL ERRORS WITHOUT
01284 REM PENALIZING THE STUDENT.
01285 PRINT N9$
01290 PRINT
01300 GOTO 1190
01310 PRINT
01400 PRINT "GOOD."
01410 LET A2=1
01420 PRINT "ONCE AGAIN, THE VERB 'TO BE' IS USED."
01430 PRINT
01440 PRINT "AND AFTER 'TO BE' OR ANY OF ITS FORMS"
01450 PRINT "(HERE, 'HAVE BEEN'),"
01460 PRINT "YOU HAVE TO USE THE SUBJECTIVE CASE"
01470 PRINT "('SHE' INSTEAD OF 'HER')."
01480 PRINT
01490 GOTO 1600
01500 PRINT "NO."
01510 LET A2=0
01520 PRINT "'HAVE BEEN' IS A FORM OF 'TO BE',"
01530 PRINT "AND, THEREFORE, YOU HAVE TO USE"
01540 PRINT "THE SUBJECTIVE CASE FOR PRONOUNS THAT FOLLOW IT."
01550 PRINT
01560 PRINT "THE CORRECT ANSWER IS 'SHE'--"
01565 PRINT
01570 PRINT "IT MUST HAVE BEEN SHE WHO BOUGHT THE PRESENTS."
01580 PRINT "TURNING IT AROUND MAY HELP:"
01585 PRINT "SHE MUST HAVE ETCETERA."
01590 PRINT
01600 REM THIS IS THE THIRD QUESTION ON CONCEPT 1
01605 REM QUESTION 115
01610 PRINT
01620 PRINT "HERE'S ANOTHER:"
01630 PRINT
01640 PRINT "WAS IT (THEY/THEM) WHO RANG THE BELL?"
01650 PRINT
01660 PRINT
01670 PRINT
01680 INPUT A3$
01690 IF A3$="THEY" THEN 1740
01700 IF A3$="THEM" THEN 1850
01710 PRINT
01720 PRINT N9$
01730 GOTO 1630
01740 PRINT "RIGHT."
01750 LET A3=1
01760 PRINT "ALTHOUGH YOU PROBABLY WOULD SAY"
01770 PRINT "(AS OPPOSED TO WRITE)"
01780 PRINT "'WAS IT THEM', WRITING REQUIRES YOU"
01790 PRINT "TO USE THE SUBJECTIVE CASE HERE."

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01600 PRINT
01810 PRINT "THE KEY TO THIS IS 'WAS'--"
01820 PRINT "THE WORDS THAT FOLLOW IT MUST BE IN"
01830 PRINT "THE SUBJECTIVE CASE."
01840 GOTO 1940
01850 PRINT "NO."
01860 LET A3=0
01870 PRINT "THE KEY TO THIS SENTENCE IS THE VERB 'TO BE'."
01880 PRINT "WHENEVER YOU SEE IT,"
01890 PRINT "REMEMBER THE WORDS THAT FOLLOW IT"
01900 PRINT "MUST BE IN THE SUBJECTIVE CASE."
01910 PRINT
01920 PRINT "THEREFORE, THE CORRECT ANSWER IS 'THEY'."
01922 GOSUB 80C00
01930 PRINT""
01940 IF A1+A2+A3=3 THEN 2630
01960 REM THE STUDENT WHO HAS MISSED ONE OR MORE QUESTIONS WILL BE
01965 REM AUTOMATICALLY BRANCHED TO A REMEDIATION SEQUENCE.
01980 PRINT
01990 PRINT "LET'S TRY A FEW EXTRA QUESTIONS FOR PRACTICE BEFORE GOING ON."
02000 PRINT
02010 PRINT "CHOOSE THE RIGHT WORD IN EACH OF THE FOLLOWING SENTENCES."
02020 PRINT
02030 REM THIS IS THE START OF THE REMEDIATION DRILL-AND-PRACTICE BRANCH.
02035 REM QUESTION 116
02040 PRINT "IT WAS (I/ME) WHO CARRIED THE GROCERIES, NOT TOMMY."
02050 PRINT
02060 INPUT B1$
02070 IF B1$="I" THEN 2110
02080 IF B1$="ME" THEN 2160
02090 PRINT N9$
02100 GOTO 2040
02110 PRINT "GOOD."
02120 LET B1=1
02130 PRINT "'I' IS THE SUBJECTIVE FORM, AND IT"
02140 PRINT "HAS TO BE USED AFTER 'TO BE' OR ANY OF ITS FORMS."
02150 GOTO 2220
02160 PRINT "NO."
02170 LET B1=0
02180 PRINT "'WAS' IS A FORM OF THE VERB 'TO BE'."
02190 PRINT "WHENEVER YOU SEE 'TO BE',"
02200 PRINT "YOU HAVE TO REMEMBER TO USE"
02210 PRINT "THE SUBJECTIVE CASE FOR ANY WORDS THAT FOLLOW IT."
02220 PRINT
02230 PRINT
02235 REM QUESTION 117
02240 PRINT "THE FIRST COUPLE ASKED TO COME WERE BETTY AND (HE/HIM)."
02250 PRINT
02260 PRINT
02270 INPUT B2$
02280 IF B2$="HE" THEN 2320
02290 IF B2$="HIM" THEN 2350
02300 PRINT N9$
02310 GOTO 2240
02320 PRINT "CORRECT."
02330 LET B2=1

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02340 GOTO 2440
02350 PRINT "NO, THE CORRECT ANSWER IS 'HE'."
02360 LET B2=0
02370 PRINT "REMEMBER, THE KEY TO THIS IS TO SEE THAT"
02380 PRINT "WHENEVER YOU HAVE THE VERB 'TO BE',"
02390 PRINT "YOU HAVE TO USE THE SUBJECTIVE CASE."
02400 PRINT
02410 PRINT
02420 PRINT
02430 PRINT
02435 REM QUESTION 118
02440 PRINT "IT MUST HAVE BEEN (THEY/THEM) WHO SENT THE PACKAGE."
02450 PRINT
02460 PRINT
02470 INPUT B3$
02480 IF B3$="THEY" THEN 2520
02490 IF B3$="THEM" THEN 2560
02500 PRINT N9$
02510 GOTO 2440
02520 PRINT "RIGHT."
02530 LET B3=1
02540 PRINT
02550 GOTO 2630
02560 PRINT "NO, THE CORRECT ANSWER IS 'THEY'."
02570 LET P2=0
02580 PRINT "ONCE AGAIN, THE WORD TO LOOK OUT FOR IS THE VERB 'TO BE'."
02590 PRINT "'MUST HAVE BEEN' IS A FORM OF IT,"
02600 PRINT "AND SO WHAT FOLLOWS MUST BE IN"
02610 PRINT "THE SUBJECTIVE CASE."
02615 REM THIS IS THE END OF THE DRILL AND PRACTICE BRANCH ON SUBJECTIVE CASE AFTER "TO BE".
02620 PRINT
02625 REM C2 DEALS WITH THE CASE OF PRONOUNS IN COMPARISON CLAUSES.
02630 PRINT "LET'S GO ON."
02640 PRINT
02650 PRINT
02660 PRINT "YOU SHOULD ALSO USE THE SUBJECTIVE CASE"
02670 PRINT "WHEN YOU HAVE A COMPARISON INTRODUCED BY 'THAN' OR 'AS'."
02680 PRINT
02690 PRINT
02700 PRINT "FOR EXAMPLE:"
02710 PRINT
02720 PRINT "SHE IS MUCH TALLER THAN I."
02730 PRINT
02740 PRINT "IF YOU COMPLETED THE REST OF THE CLAUSE"
02750 PRINT "THAT BEGINS WITH 'THAN',"
02760 PRINT "YOU COULD EASILY SEE THAT"
02770 PRINT "YOU MUST USE THE SUBJECTIVE CASE:"
02780 PRINT
02790 PRINT "SHE IS MUCH TALLER THAN I AM."
02800 PRINT
02810 PRINT "YOU WOULD NOT HAVE WRITTEN"
02820 PRINT "'SHE IS MUCH TALLER THAN ME AM.'"
02822 GOSUB 80000
02830 PRINT
02840 PRINT
02842 PRINT

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02844 PRINT "*****"
02850 PRINT "IF YOU MENTALLY COMPLETE THE COMPARISON,"
02860 PRINT "YOU SHOULD HAVE NO PROBLEM USING THE RIGHT CASE."
02862 PRINT
02864 PRINT "*****"
02870 PRINT
02880 PRINT "THE SAME HOLDS TRUE FOR COMPARISONS WITH 'AS':"
02890 PRINT
02900 PRINT "HE IS JUST AS QUALIFIED AS I."
02910 PRINT
02920 PRINT "IF YOU COMPLETE IT, YOU'LL SEE THAT"
02930 PRINT "'HE IS JUST AS QUALIFIED AS ME AM QUALIFIED'"
02940 PRINT "IS WRONG."
02950 PRINT
02960 PRINT
02970 PRINT "LET'S TRY A FEW EXAMPLES:"
02980 PRINT
02990 PRINT
02995 REM QUESTION 119
03000 PRINT "HE HAS A LARGER COLLECTION OF STAMPS THAN (ME/I)."

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03350 PRINT "IT SEEMS I CANNOT READ AS FAST AS (SHE/HER)."
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03360 PRINT
03370 PRINT
03380 PRINT
03390 INPUT C2$
03400 REM THIS IS THE SECOND QUESTION ON CONCEPT 2
03410 IF C2$="SHE" THEN 3450
03420 IF C2$="HER" THEN 3570
03430 PRINT N9$
03440 GOTO 3350
03450 PRINT "GOOD."
03460 PRINT
03470 LET C2=1
03480 PRINT "THE SUBJECTIVE CASE IS USED IN COMPARISON CLAUSES."
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03490 PRINT
03500 PRINT "HAD YOU WANTED TO TEST YOUR ANSWER,"
03510 PRINT "YOU MIGHT HAVE COMPLETED THE COMPARISON USING 'HER'."
03520 PRINT
03530 PRINT "IT SEEMS I CANNOT READ AS FAST AS HER CAN READ."
03540 PRINT
03550 PRINT "THIS WOULD HAVE MADE IT VERY CLEAR WHICH WORD TO CHOOSE."
03552 GOSUB 80000,
03560 GOTO 3660
03570 PRINT "NO, THE CORRECT ANSWER IS 'SHE'."
03580 LET C2=0
03590 PRINT
03592 PRINT
03593 REM HIGHLIGHTING OF PRINCIPLE OF C2
03594 PRINT "*****"
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03600 PRINT "REMEMBER, WHEN YOU HAVE A COMPARISON CLAUSE"
03610 PRINT "THAT USES EITHER 'THAN' OR 'AS',"
03620 PRINT "YOU HAVE TO USE THE SUBJECTIVE CASE."
03630 PRINT
03632 PRINT
03634 PRINT "*****"
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03640 PRINT "IF YOU WEREN'T SURE,"
03650 GOTO 3510
03660 PRINT
03670 PRINT
03680 PRINT "TRY THIS ONE:"
03685 REM THIRD QUESTION ON CONCEPT 2
03686 REM QUESTION 121
03690 PRINT
03700 PRINT
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03710 PRINT "THANKS TO THE OIL STRIKE, WE ARE RICH AS (THEY/THEM) NOW."
03720 PRINT
03730 PRINT
03740 PRINT
03750 INPUT C3$
03760 IF C3$="THEY" THEN 3800
03770 IF C3$="THEM" THEN 3880
03780 PRINT N9$
03790 GOTO 3690
03800 PRINT "CORRECT."
03810 LET C3=1
03820 PRINT "IN COMPARISON CLAUSES SUCH AS THIS,"
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03830 PRINT "PRONOUNS MUST BE IN THE SUBJECTIVE CASE."
03850 PRINT
03860 PRINT
03870 GOTO 4000
03880 PRINT "NO."
03890 LET C3=0
03900 PRINT "ONCE AGAIN, TRY TO COMPLETE THE COMPARISON CLAUSE."
03902 PRINT
03904 PRINT
03910 PRINT "USING YOUR ANSWER, WE GET"
03920 PRINT
03930 PRINT "THANKS TO THE OIL STRIKE, WE ARE AS RICH AS THEY ARE RICH NOW."
03940 PRINT
03950 PRINT "TRY THAT WHENEVER YOU ARE UNSURE OF WHICH"
03960 PRINT "FORM OF THE PRONOUN TO USE."
03970 PRINT
03980 PRINT
03990 PRINT
04000 IF C1+C2+C3=3 THEN 4760
04020 REM THIS IS THE START OF THE REMEDIATION BRANCH FOR CONCEPT 2
04030 REM STUDENTS WHO SCORED LESS THAN 3/3 ARE DIRECTED HERE.
04040 PRINT
04060 PRINT "LET'S TRY A FEW MORE PRACTICE QUESTIONS."
04070 PRINT
04080 PRINT
04090 PRINT "PICK THE RIGHT WORD IN EACH OF THE FOLLOWING SENTENCES."
04100 PRINT "REMEMBER, IN COMPARISON CLAUSES,"
04110 PRINT "THE PRONOUNS HAVE TO BE IN THE SUBJECTIVE CASE."
04120 PRINT
04130 PRINT "IF YOU AREN'T SURE WHICH WORD TO CHOOSE,"
04140 PRINT "TRY COMPLETING THE COMPARISON CLAUSE"
04150 PRINT "AS WE'VE BEEN DOING."
04160 PRINT
04170 PRINT
04180 PRINT "HERE'S THE FIRST ONE: "
04185 REM QUESTION 122
04190 PRINT
04200 PRINT "HE IS STRONGER THAN (I/ME)."
04210 PRINT
04220 PRINT
04230 INPUT D1$
04240 REM VARIABLE D WILL BE USED FOR THE REMEDIATION BRANCH OF CONCEPT 2
04250 IF D1$="I" THEN 4290
04260 IF D1$="ME" THEN 4320
04270 PRINT N9$
04280 GOTO 4200
04290 PRINT "CORRECT."
04300 LET D1=1
04310 GOTO 4380
04320 PRINT "NO, THE CORRECT ANSWER IS 'I'."
04330 LET D1=0
04340 PRINT "TRY COMPLETING THE CLAUSE WITH 'ME':"
04350 PRINT "HE IS STRONGER THAN ME IS."
04360 PRINT "COMPARE THIS TO 'HE IS STRONGER THAN I AM.'"
04370 PRINT
04375 REM QUESTION 123

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04380 PRINT "WE ARE AS GOOD A BASEBALL TEAM AS (THEY/THEM) ANY DAY OF THE WEEK."
04390 PRINT
04400 PRINT
04410 INPUT D2$
04420 IF D2$="THEY" THEN 4460
04430 IF D2$="THEM" THEN 4490
04440 PRINT N9$
04450 GOTO 4370
04460 PRINT "CORRECT."
04470 LET D2=1
04480 GOTO 4550
04490 PRINT "NO, THE RIGHT ANSWER IS 'THEY'."
04500 LET D2=0
04510 PRINT "COMPARE 'WE ARE AS GOOD A BASEBALL TEAM AS THEM ARE'."
04520 PRINT "WITH 'WE ARE AS GOOD A BASEBALL TEAM AS THEY ARE'."
04522 PRINT
04530 PRINT "ALWAYS TRY THAT SORT OF TEST WHEN YOU'RE IN DOUBT."
04540 PRINT
04545 REM QUESTION 124
04550 PRINT "SHE IS A BETTER DANCER THAN (HE/HIM), AS ANYONE CAN SEE."
04560 PRINT
04570 PRINT
04580 INPUT D3$
04590 IF D3$="HE" THEN 4630
04600 IF D3$="HIM" THEN 4660
04610 PRINT N9$
04620 GOTO 4550
04630 PRINT "RIGHT."
04640 LET D3=1
04650 GOTO 4720
04660 PRINT "NO."
04670 LET D3=0
04680 PRINT "THE RIGHT ANSWER IS 'HE'."
04690 PRINT "IF YOU AREN'T SURE WHY, TRY IT THIS WAY:"
04700 PRINT "SHE IS A BETTER DANCER THAN HIM IS."
04702 GOSUB 80000
04710 PRINT
04720 LET D=D1+D2+D3
04730 PRINT
04740 PRINT
04750 PRINT
04760 PRINT "LET'S GO ON."
04765 REM THIS IS THE MAIN INSTRUCTION FOR CONCEPT 3
04766 REM C3 DEALS WITH THE USE OF THE OBJECTIVE CASE
04770 PRINT
04780 PRINT "LET'S LOOK AT THE SECOND CASE WE MENTIONED,"
04790 PRINT "THE OBJECTIVE CASE."
04800 PRINT
04810 PRINT
04820 PRINT
04830 PRINT "THE OBJECTIVE CASE OF A PRONOUN IS USED"
04840 PRINT "WHEN THE PRONOUN 'COMPLEMENTS' OR COMPLETES THE VERB."
04850 PRINT
04860 PRINT "FOR EXAMPLE,"
04870 PRINT "IN 'HE HIT THE BALL',"
04880 PRINT "'BALL' COMPLETES THE VERB 'HIT'"

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04890 PRINT "(WHAT WAS HIT, WHAT WAS THE RECEIVER OF THE ACTION)."
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04892 GOSUB 80000
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04900 PRINT
04910 PRINT
04920 PRINT "LET'S TRY A FEW EXAMPLES."
04930 PRINT
04940 PRINT
04950 PRINT "HE ASKED ME FOR THE BOOK."
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04960 PRINT
04970 PRINT "YOU WOULD NOT BE VERY LIKELY TO WRITE"
04980 PRINT "HE ASKED I FOR THE BOOK,"
04990 PRINT "BUT IT MIGHT BE A GOOD IDEA TO SEE WHY THIS IS."
05000 PRINT
05010 PRINT
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05020 PRINT "THE THING IN THIS SENTENCE THAT COMPLETES THE VERB 'ASKED'"
05030 PRINT "IS 'ME'--I RECEIVED THE ACTION,"
05040 PRINT "I WAS ASKED."
05050 PRINT
05060 PRINT "BECAUSE I RECEIVED THE ACTION,"
05070 PRINT "THE PRONOUN REFERRING TO ME"
05080 PRINT "MUST BE IN THE OBJECTIVE CASE."
05082 GOSUB 80000
05090 PRINT
05100 PRINT
05110 PRINT "IF IN DOUBT, IT IS HELPFUL TO ASK"
05120 PRINT "WHO IT WAS WHO RECEIVED WHATEVER ACTION"
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05130 PRINT "THE VERB IMPLIES."
05140 PRINT
05150 PRINT "LET'S TRY ANOTHER:"
05160 PRINT
05165 REM QUESTION 125
05170 PRINT "LOOKING AT LINDA DEEPLY, HE KISSED (HER/SHE) PASSIONATELY."
05180 PRINT
05190 PRINT
05195 REM FIRST QUESTION CONCEPT 3
05200 PRINT "WHICH IS THE CORRECT WORD FOR THIS SENTENCE?"
05210 PRINT
05220 PRINT
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05230 INPUT E1$
05240 IF E1$="HER" THEN 05280
05250 IF E1$="SHE" THEN 05380
05260 PRINT N$
05270 GOTO 5170
05280 PRINT "RIGHT."
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05290 LET E1=1
05300 PRINT "LINDA RECEIVES THE ACTION--SHE GETS KISSED--"
05310 PRINT "OR TO PUT IT ANOTHER WAY,"
05320 PRINT "THE WORD 'HER' COMPLETES THE VERB 'KISSED'."
05330 PRINT
05340 PRINT "WITHOUT 'HER' WE WOULDN'T REALLY KNOW WHO WAS KISSED"
05350 PRINT "(HE MAY HAVE LOOKED AT LINDA, BUT KISSED SOMEONE ELSE)."
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05352 GOSUB 80000
05360 PRINT
05370 GOTO 5550
05380 PRINT "ND, THE CORRECT ANSWER IS 'HER'."
05390 LET E1=0
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05400 PRINT "YOUR ANSWER WOULD READ LIKE THIS:
05410 PRINT "LOOKING AT LINDA DEEPLY, HE KISSED SHE PASSIONATELY."
05420 PRINT
05430 PRINT "SHE IS THE 'SUBJECTIVE' CASE OF THE PRONOUN--"
05440 PRINT "YOU WOULD USE IT WHEN LINDA IS THE SUBJECT OF THE SENTENCE:
05450 PRINT
05460 PRINT "SHE KISSED HIM BACK JUST AS PASSIONATELY."
05465 PRINT
05470 PRINT "IN THIS SENTENCE,"
05480 PRINT "LINDA IS THE ACTOR--SHE DOES THE KISSING."
05490 PRINT
05500 PRINT "BUT IN THE SENTENCE GIVEN TO YOU,"
05510 GOTO 5300
05520 PRINT
05530 PRINT
05540 PRINT
05550 PRINT "LET'S DO ANOTHER:
05555 REM SECOND QUESTION CONCEPT 3
05560 PRINT
05570 PRINT
05575 REM QUESTION 126
05580 PRINT "THE CHILD JOYFULLY HUGGED BOB AND (ME/I)."
05590 PRINT
05600 PRINT "WHICH WORD SHOULD YOU USE HERE?"
05610 PRINT
05620 PRINT
05630 INPUT E2$
05640 IF E2$="ME" THEN 5680
05650 IF E2$="I" THEN 5780
05660 PRINT N9$
05670 GOTO 5580
05680 PRINT "GOOD."
05690 LET E2=1
05700 PRINT "HERE WE HAVE A COMPOUND OBJECT--"
05710 PRINT "THAT IS, MADE UP OF MORE THAN ONE THING--"
05720 PRINT "BUT THE SAME IDEA APPLIES."
05730 PRINT
05740 PRINT "'BOB AND ME' COMPLETES THE VERB 'HUGGED'."
05750 PRINT "WE RECEIVED THE ACTION OF 'HUGGING', AS IT WERE."
05770 GOTO 5920
05780 PRINT "NO, THE RIGHT ANSWER IS 'ME'."
05790 LET E2=0
05800 PRINT "'I' IS THE SUBJECTIVE CASE OF THE PRONOUN,"
05810 PRINT "AND SHOULD BE USED ONLY WHEN IT IS"
05820 PRINT "THE SUBJECT OF A SENTENCE."
05830 PRINT
05840 PRINT "BOB AND I CALLED THE CHILD."
05850 PRINT
05860 PRINT "IN THIS SENTENCE, 'BOB AND I' FORM"
05870 PRINT "A COMPOUND SUBJECT--THERE ARE TWO OF US--"
05880 PRINT "AND WE ARE THE ACTORS--WE 'CALL' THE CHILD."
05890 PRINT
05900 PRINT "BUT THINK OF THE SENTENCE GIVEN TO YOU:"
05910 GOTO 5700
05920 PRINT "LET'S TRY ANOTHER."
05925 REM RETENTION TEST CONCEPT 1

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05930 PRINT
05940 PRINT "IT WAS (THEY/THEM) WHO DEMANDED THAT THE POLICE ARREST (WE/US)."
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05950 PRINT
05960 PRINT
05965 REM QUESTION 127
05970 PRINT "WHAT IS THE CORRECT CHOICE IN THE FIRST PART OF THE SENTENCE?"
05980 PRINT
05990 PRINT
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06000 INPUT E3$
06010 IF E3$="THEY" THEN 6070
06020 IF E3$="THEM" THEN 6120
06030 PRINT N9$
06040 GOTO 5940
06050 REM THIS QUESTION TESTS WHETHER OR NOT THE STUDENT HAS RETAINED
06060 REM THE INFORMATION TAUGHT IN THE FIRST PART OF THE LESSON.
06070 PRINT "GOOD."
06080 LET E3=1
06090 PRINT "YOU'VE REMEMBERED THAT PRONOUNS FOLLOWING A FORM"
06100 PRINT "OF THE VERB 'TO BE' MUST BE IN THE SUBJECTIVE CASE."
06110 GOTO 6230
06120 PRINT "NO."
06130 LET E3=0
06140 PRINT "YOU'VE FORGOTTEN WHAT WE DID IN THE FIRST PART OF THE LESSON."
06150 PRINT ""
06160 PRINT "IF A PRONOUN FOLLOWS A FORM OF THE VERB 'TO BE'"
06170 PRINT "(IN THIS CASE 'WAS')"
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06180 PRINT "IT HAS TO BE IN THE SUBJECTIVE CASE."
06190 PRINT
06200 PRINT "THE RIGHT ANSWER IS 'THEY'."
06210 PRINT
06220 PRINT
06225 REM QUESTION 128
06230 PRINT "WHAT IS THE CORRECT CHOICE FOR THE SECOND PART OF THE QUESTION?"
06235 REM THIRD QUESTION (E4) CONCEPT 3
06240 PRINT
06250 PRINT
06260 PRINT
06270 INPUT E4$
06280 IF E4$="US" THEN 6320
06290 IF E4$="WE" THEN 6420
06300 PRINT N9$
06310 GOTO 6230
06320 PRINT "CORRECT."
06330 LET E4=1
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06340 PRINT "THE WORD 'US' COMPLETES THE VERB 'ARREST'--"
06350 PRINT "WE RECEIVE THE ACTION OF THE VERB: THE POLICE ARREST US."
06360 PRINT
06370 PRINT "IF YOU EVER ARE IN DOUBT ABOUT WHICH CASE TO USE,"
06380 PRINT "ASK YOURSELF IF THE WORD IN QUESTION"
06390 PRINT "RECEIVES THE ACTION OF THE VERB."
06392 GOSUB 80000
06400 PRINT
06410 GOTO 6530
06420 PRINT "NO."
06430 LET E4=0
06440 PRINT "'WE' IS THE SUBJECTIVE FORM--IT SHOULD BE USED"
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06450 PRINT "ONLY WHEN IT IS THE SUBJECT OF THE SENTENCE:"

06460 PRINT

06470 PRINT "I GAVE HIM THE MONEY."

06480 PRINT

06490 PRINT "IN THAT SENTENCE, IT IS 'I' WHO DOES THE ACTION,"

06500 PRINT "'I' WHO GIVES."

06510 PRINT "BUT IN THE SENTENCE GIVEN TO YOU,"

06520 GOTO 6340

06530 GOSUB 40000

06532 REM GOSUB 40000 ACCESSES 2 EXTRA QUESTIONS FOR C3 (E5 & E6)

06540 PRINT

06550 REM DECISION FRAME

06560 IF E1+E2+E3+E4+E5+E6=6 THEN 7380

06562 REM STUDENTS WHO MISSED ONE OR MORE QUESTIONS WILL BE

06564 REM AUTOMATICALLY BRANCHED TO A REMEDIATION SEQUENCE.

06580 PRINT

06600 PRINT "LET'S DO A FEW PRACTICE QUESTIONS."

06610 PRINT

06620 PRINT

06630 REM THIS IS THE BEGINNING OF THE DRILL AND PRACTICE REMEDIAL BRANCH

06640 REM FOR THE CONCEPT OF THE OBJECTIVE CASE OF PRONOUNS.

06650 PRINT

06660 PRINT "FOR EACH OF THE SENTENCES, CHOOSE THE RIGHT WORD."

06670 PRINT

06680 PRINT

06690 REM DRILL AND PRACTICE CONCEPT 3, QUESTION 1 (F1)

06686 REM QUESTION 131

06690 PRINT "DURING THEIR VIOLENT ARGUMENT, HE STRUCK (SHE/HER) ACROSS THE FACE."

06700 PRINT

06710 PRINT

06720 INPUT F1\$

06730 IF F1\$="HER" THEN 6770

06740 IF F1\$="SHE" THEN 6800

06750 PRINT "N9\$"

06760 GOTO 6690

06770 PRINT "RIGHT."

06780 LET F1=1

06790 GOTO 6900

06800 PRINT "NO, THE RIGHT ANSWER IS 'HER'."

06810 LET F1=0

06820 PRINT "'SHE' IS THE SUBJECTIVE FORM OF THE WORD."

06830 PRINT "AND IS USED AS THE SUBJECT OF THE SENTENCE"

06840 PRINT

06850 PRINT "'SHE STRUCK HIM ACROSS THE FACE'."

06855 PRINT

06860 PRINT "ASK YOURSELF WHO IS IT THAT DOES THE ACTION"

06870 PRINT "AND WHO IS IT THAT RECEIVES IT BEFORE YOU ANSWER."

06880 PRINT

06890 PRINT

06900 PRINT "THEY ASKED TOM AND (I/ME) TO ATTEND THE MEETING."

06905 REM QUESTION 132

06910 PRINT

06920 PRINT

06930 PRINT

06935 REM DRILL AND PRACTICE, CONCEPT 3, QUESTION 2 (F2)

06940 INPUT F2\$


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06950 IF F2$="ME" THEN 6990
06960 IF F2$="I" THEN 7020
06970 PRINT N9$
06980 GOTO 6900
06990 PRINT "RIGHT."
07000 LET F2=1
07010 GOTO 7110
07020 PRINT "NO, THE RIGHT ANSWER IS 'ME'."
07030 LET F2=0
07040 PRINT "I'M AND ME RECEIVES THE ACTION--"
07050 PRINT "WE ARE ASKED BY THEM--"
07060 PRINT "AND THEREFORE, YOU HAVE TO USE THE OBJECTIVE CASE."
07070 PRINT "REMEMBER, THE OBJECTIVE CASE COMPLETES THE VERB,"
07080 PRINT "SHOWS WHO RECEIVES THE ACTION."
07090 PRINT
07100 PRINT
07105 REM QUESTION 133
07110 PRINT "THE FIREMEN CAUGHT (WE/US) WHEN WE JUMPED OFF THE BUILDING."
07120 PRINT
07130 PRINT
07140 PRINT
07150 INPUT F3$
07160 IF F3$="US" THEN 7200
07170 IF F3$="WE" THEN 7230
07180 PRINT N9$
07190 GOTO 7100
07200 PRINT "CORRECT."
07210 LET F3=1
07220 GOTO 7330
07230 PRINT "NO, THE CORRECT ANSWER IS 'US'."
07240 LET F3=0
07250 PRINT "'WE' IS THE SUBJECTIVE FORM OF THE WORD,"
07260 PRINT "AND SHOULD NOT BE USED WHEN IT SHOWS"
07270 PRINT "THAT WE RECEIVED THE ACTION,"
07280 PRINT "COMPLETED THE ACTION OR THE VERB--"
07290 PRINT
07300 PRINT "THE FIREMEN CAUGHT WHAT? US."
07302 GOSUB 80000
07310 PRINT
07320 PRINT
07330 LET F=F1+F2+F3
07340 PRINT
07350 PRINT
07360 PRINT
07370 PRINT
07380 PRINT "LET'S GO ON."
07385 REM INSTRUCTION CONCEPT 4
07386 REM C4 DEALS WITH THE OBJECT OF THE PREPOSITION
07390 PRINT
07400 PRINT
07402 PRINT
07404 PRINT "*****"
07410 PRINT "IF A PRONOUN FOLLOWS A PREPOSITION,"
07420 PRINT "IT MUST BE IN THE OBJECTIVE CASE."
07422 PRINT ""
07424 PRINT "(SOME EXAMPLES OF PREPOSITIONS ARE: "

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07426 PRINT "'OF', 'FROM', 'WITH', 'TO', 'BETWEEN'"
07428 PRINT "AND THERE ARE MANY OTHERS YOU MAY WANT TO LOOK UP.)"
07430 PRINT
07432 PRINT "*****"
07434 PRINT
07440 PRINT "FOR EXAMPLE:"
07450 PRINT
07460 PRINT "HE BOUGHT THE BOOK FROM US."
07470 PRINT
07480 PRINT "IT ISN'T VERY LIKELY THAT"
07490 PRINT "YOU WOULD HAVE WRITTEN 'FROM WE'."
07500 PRINT
07510 PRINT "HOWEVER, RATHER THAN RELY ON YOUR INSTINCTS"
07520 PRINT "(AS YOU MIGHT IN SUCH AN EASY EXAMPLE),"
07530 PRINT "IT'S A GOOD THING TO KNOW WHY 'US' IS CORRECT."
07540 PRINT
07550 PRINT "'US' IS THE OBJECT OF THE PREPOSITION 'FROM',"
07560 PRINT "AND ALL PRONOUNS THAT FOLLOW PREPOSITIONS MUST"
07570 PRINT "BE IN THE OBJECTIVE CASE ALSO."
07580 PRINT
07590 PRINT
07600 PRINT "THIS SHOULD MAKE IT SIMPLER FOR YOU"
07610 PRINT "TO DECIDE WHAT CASE A WORD SHOULD BE IN."
07620 PRINT
07630 PRINT "IF IT FOLLOWS A PREPOSITION,"
07640 PRINT "IT HAS TO BE IN THE OBJECTIVE CASE."
07642 GOSUB 80000
07650 PRINT
07660 PRINT
07670 PRINT
07680 PRINT "FOR INSTANCE,"
07690 PRINT "MANY PEOPLE MAKE THE MISTAKE OF SAYING"
07700 PRINT "'BETWEEN HIM' AND 'I',"
07710 PRINT "THINKING PERHAPS THE 'I' SOUNDS MORE CORRECT."
07720 PRINT
07730 PRINT "BUT 'BETWEEN' IS A PREPOSITION,"
07740 PRINT "AND THEREFORE SHOULD BE FOLLOWED BY THE OBJECTIVE CASE."
07750 PRINT
07760 PRINT "CORRECT THE FOLLOWING SENTENCE:"
07770 PRINT
07775 REM FIRST QUESTION (G1), CONCEPT 4
07776 REM QUESTION 134
07780 PRINT "BETWEEN YOU AND I, I THINK HE'S WRONG."
07790 PRINT
07800 PRINT "JUST TYPE THE CORRECT FORM"
07810 PRINT "OF THE ONE WORD THAT NEEDS CHANGING."
07820 PRINT
07830 PRINT
07840 INPUT G1$
07850 IF G1$="ME" THEN 8000
07860 PRINT "NO."
07870 LET G1=0
07880 PRINT "'I' IS THE SUBJECTIVE FORM OF THE WORD."
07890 PRINT
07900 PRINT "BUT, FOLLOWING THE PREPOSITION 'BETWEEN',"
07910 PRINT "YOU SHOULD WRITE THE OBJECTIVE FORM 'ME'."

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07912 PRINT "THAT IS, 'BETWEEN YOU AND ME'.)"
07930 PRINT
07940 PRINT "REMEMBER, THE PRINCIPLE INVOLVED HERE"
07950 PRINT "IS CALLED 'THE OBJECT OF THE PREPOSITION'."
07960 PRINT "IT SIMPLY MEANS THAT WHENEVER YOU SEE A PRONOUN"
07970 PRINT "FOLLOWING A PREPOSITION,"
07980 PRINT "THE PRONOUN MUST BE IN THE OBJECTIVE CASE."
07982 GOSUB 80000
07990 GOTO 8110
08000 PRINT "RIGHT."
08010 LET G1=1
08020 PRINT "'BETWEEN' IS A PREPOSITION."
08030 PRINT "AND 'ME' IS THE OBJECT OF THE PREPOSITION:"
08040 PRINT "'I' IS WRONG BECAUSE IT IS IN THE SUBJECTIVE CASE,"
08050 PRINT "AND THE OBJECTIVE CASE MUST FOLLOW THE PREPOSITION."
08060 PRINT
08070 PRINT
08080 PRINT
08090 PRINT
08100 PRINT
08105 REM SECOND QUESTION (G2), CONCEPT 4
08106 REM QUESTION 135
08110 PRINT "LET'S DO ANOTHER."
08120 PRINT
08130 PRINT "TOM AND DICK ARE WITH HARRY AND (I/ME)."

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08430 PRINT "HERE'S ANOTHER: "
08440 PRINT
08450 PRINT "TWO OF (WE/US) STUDENTS WILL REPRESENT THE WHOLE COLLEGE."
08460 PRINT
08470 PRINT
08480 PRINT "WHICH WORD SHOULD YOU USE HERE?"
08490 PRINT
08500 INPUT G3$
08510 PRINT
08520 IF G3$="US" THEN 8560
08530 IF G3$="WE" THEN 8660
08540 PRINT N9$
08550 GOTO 8450
08560 PRINT "RIGHT."
08570 LET G3=1
08580 PRINT "'US' IS THE OBJECT OF THE PREPOSITION 'OF',"
08590 PRINT "THEREFORE, IT HAS TO BE IN THE OBJECTIVE CASE."
08600 PRINT
08610 PRINT "NOTICE, BY THE WAY, HAD THE SENTENCE READ"
08620 PRINT "'US STUDENTS WILL REPRESENT THE WHOLE COLLEGE'"
08630 PRINT "IT WOULD HAVE BEEN WRONG"
08635 PRINT "BECAUSE THE PRONOUN HERE IS PART OF THE SUBJECT."
08636 PRINT "IT SHOULD BE WRITTEN 'WE' STUDENTS."
08640 PRINT
08650 GOTO 8790
08660 PRINT "NO."
08670 LET G3=0
08680 PRINT "'WE' IS THE SUBJECTIVE FORM."
08690 PRINT "BUT THERE IS A PREPOSITION IN THIS SENTENCE,"
08700 PRINT "AND ACCORDING TO THE IDEA WE'RE LOOKING AT--"
08710 PRINT "THE OBJECT OF THE PREPOSITION--"
08720 PRINT "WHAT FOLLOWS A PREPOSITION MUST BE IN THE OBJECTIVE CASE."
08722 GOSUB 80000
08730 PRINT
08740 PRINT
08750 PRINT "'US' IS THE RIGHT ANSWER HERE BECAUSE"
08760 GOTO 8580
08770 PRINT
08780 PRINT
08790 GOSUB 42000
08792 REM GOSUB 42000 ACCESSES EXTRA QUESTION FOR C4 (E7)
08800 IF G1+G2+G3+E7=4 THEN 9680
08802 REM STUDENTS WHO MISSED ONE OR MORE QUESTIONS WILL BE
08804 REM AUTOMATICALLY BRANCHED TO A REMEDIATION SEQUENCE.
08830 PRINT
08850 PRINT "LET'S TRY A FEW EXTRA PRACTICE QUESTIONS BEFORE GOING ON."
08860 PRINT
08870 PRINT
08880 PRINT "JUST CHOOSE THE RIGHT WORD IN EACH OF THE FOLLOWING SENTENCES."
08890 PRINT
08900 PRINT
08905 REM DRILL & PRACTICE, CONCEPT 4, QUESTION 1 (H1)
08906 REM QUESTION 138
08910 PRINT "THE REQUEST WAS MADE BY HARRY AND (I/ME) LAST WEEK."
08920 PRINT
08930 PRINT

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08940 INPUT H1$
08950 IF H1$="ME" THEN 8990
08960 IF H1$="I" THEN 9020
08970 PRINT N9$
08980 GOTO 8910
08990 PRINT "RIGHT."
09000 LET H1=1
09010 GOTO 9100
09020 PRINT "NO, THE RIGHT ANSWER IS 'ME'."
09030 LET H1=0
09040 PRINT "'I' IS THE SUBJECTIVE CASE OF THE PRONOUN,"
09050 PRINT "BUT THERE IS A PREPOSITION ('BY')."
09060 PRINT "WHICH MEANS THAT EVERYTHING THAT FOLLOWS IT"
09070 PRINT "MUST BE IN THE OBJECTIVE CASE."
09080 PRINT
09090 PRINT
09095 REM DRILL & PRACTICE, CONCEPT 4, QUESTION 2 (H2)
09096 REM QUESTION 139
09100 PRINT "ARE YOU GOING OUT WITH JANE AND (I/ME) ON TUESDAY?"
09110 PRINT
09120 PRINT
09130 PRINT ""
09140 INPUT H2$
09150 IF H2$="ME" THEN 9190
09160 IF H2$="I" THEN 9220
09170 PRINT N9$
09180 GOTO 9100
09190 PRINT "RIGHT."
09200 LET H2=1
09210 GOTO 9320
09220 PRINT "NO, THE RIGHT ANSWER IS 'ME'."
09230 LET H2=0
09240 PRINT "EVEN THOUGH YOU HAVE A COMPOUND OBJECT"
09250 PRINT "('JANE AND ME')."
09260 PRINT "THE SAME RULE APPLIES--"
09270 PRINT ""
09280 PRINT "'WITH' IS A PREPOSITION,"
09290 PRINT "AND WHAT FOLLOWS IT MUST BE IN THE OBJECTIVE CASE."
09300 PRINT
09310 PRINT
09315 REM DRILL & PRACTICE, CONCEPT 4, QUESTION 3 (H3)
09316 REM QUESTION 140
09320 PRINT "HE GAVE IT TO TWO OF US: TOM AND (I/ME)."
09330 PRINT
09340 PRINT
09342 PRINT
09350 INPUT H3$
09360 IF H3$="ME" THEN 9400
09370 IF H3$="I" THEN 9490
09380 PRINT N9$
09390 GOTO 9320
09400 PRINT "RIGHT."
09410 LET H3=1
09420 PRINT "AGAIN, THE PREPOSITION IS THE KEY."
09430 PRINT
09440 PRINT "'TOM AND ME' IS AN EXTENSION OR AMPLIFICATION"

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09450 PRINT "OF 'US' WHICH IS IN THE OBJECTIVE CASE"
09460 PRINT "BECAUSE IT FOLLOWS THE PREPOSITION 'OF'."
09470 PRINT "AND IS PART OF THE PHRASE WHICH IS"
09472 PRINT "THE OBJECT OF THE PREPOSITION 'TO'."
09480 GOTO 9620
09490 PRINT "NO."
09500 LET H3=0
09510 PRINT
09520 PRINT "'I' WOULD BE RIGHT IF THE SENTENCE SIMPLY SAID"
09530 PRINT "'TOM AND I' ARE GOING TO THE STORE."
09540 PRINT "TWO OF US, TOM AND I, RECEIVED IT."
09542 PRINT
09550 PRINT "IN THAT CASE,"
09560 PRINT "'TOM AND I' WOULD BE THE SUBJECTS OF THE SENTENCE."
09570 PRINT
09580 PRINT "BUT THAT'S NOT THE CASE HERE."
09590 PRINT
09600 PRINT "'TWO OF US' IS THE OBJECT, AND ONCE"
09610 GOTO 9420
09620 LET H=H1+H2+H3
09630 REM THIS IS THE END OF THE REMEDIATION BRANCH.
09640 PRINT
09650 PRINT
09660 PRINT
09670 PRINT
09675 REM INSTRUCTION CONCEPT 5
09676 REM C5 DEALS WITH WHO/WHOM
09680 PRINT "LET'S GO ON."
09690 PRINT
09700 PRINT
09710 PRINT
09720 PRINT "ANOTHER AREA WHERE PEOPLE SOMETIMES HAVE TROUBLE"
09730 PRINT "IS DECIDING WHETHER TO USE 'WHO' OR 'WHOM'."
09740 PRINT
09750 PRINT
09760 PRINT "'WHO' IS THE SUBJECTIVE FORM,"
09770 PRINT "AND"
09780 PRINT "'WHOM' IS THE OBJECTIVE FORM."
09790 PRINT
09800 PRINT
09810 PRINT "PRETTY MUCH THE SAME RULES APPLY TO THEM"
09820 PRINT "AS WE HAVE BEEN USING ALL THROUGH THIS LESSON."
09830 PRINT
09832 PRINT "*****"
09835 REM HIGHLIGHTS THE PRINCIPLE OF C5
09840 PRINT
09850 PRINT "THAT IS, IF IT IS THE SUBJECT OF A VERB"
09860 PRINT "IN A SENTENCE OR A CLAUSE,"
09870 PRINT "USE 'WHO'."
09880 PRINT
09890 PRINT "IF THE WORD IS USED AS THE OBJECT OF THE VERB,"
09900 PRINT "USE 'WHOM'."
09910 PRINT
09912 PRINT "*****"
09914 PRINT
09916 GOSUB 80000

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09920 PRINT
09930 PRINT "FOR EXAMPLE: "
09940 PRINT
09950 PRINT "I WONDER WHO TOOK THE PACKAGE ON THE TABLE."
09960 PRINT
09970 PRINT "IN THIS CASE,"
09980 PRINT "YOU USE 'WHO' BECAUSE"
09990 PRINT "IT IS THE SUBJECT OF THE CLAUSE"
10000 PRINT "'WHO TOOK THE PACKAGE ON THE TABLE'."
10010 PRINT
10020 PRINT "THE SUBJECT OF THE WHOLE SENTENCE IS 'I'"
10030 PRINT "('(I' DO THE WONDERING))"
10040 PRINT "BUT DON'T CONFUSE THE SUBJECT OF THE WHOLE SENTENCE"
10050 PRINT "WITH THE SUBJECT OF ITS DEPENDENT CLAUSE"
10060 PRINT "('(WHO TOOK THE PACKAGE ON THE TABLE'))."
10062 GOSUB 80000
10070 PRINT
10080 PRINT
10090 PRINT "HERE'S ANOTHER EXAMPLE USING 'WHOEVER'"
10100 PRINT "(WHICH FOLLOWS THE SAME RULES): "
10110 PRINT
10120 PRINT "WHOEVER TOOK THE PACKAGE SHOULD RETURN IT."
10130 PRINT
10140 PRINT "HERE, 'WHOEVER' IS THE SUBJECT OF THE WHOLE SENTENCE;"
10150 PRINT "AS THE SUBJECT,"
10160 PRINT "IT NATURALLY HAS TO BE IN THE SUBJECTIVE CASE."
10170 PRINT
10180 PRINT
10190 PRINT "COMPARE THIS TO THE USE OF 'WHOM'"
10200 PRINT "(THAT IS, THE OBJECTIVE CASE OF 'WHO'):"
10210 PRINT
10220 PRINT "THE MAN WHOM WE SAW WAS TOM'S FATHER."
10230 PRINT
10240 PRINT "'WHOM' IS THE OBJECT OF 'SAW'--"
10250 PRINT "WHOM DID WE SEE?"
10260 PRINT "WHAT WAS THE THING THAT 'RECEIVED' OUR SEEING?--"
10270 PRINT "AND SO THE PRONOUN HAS TO BE IN THE OBJECTIVE CASE."
10280 PRINT
10282 GOSUB 80000
10290 PRINT ""
10300 PRINT "ONE TEST OF WHETHER OR NOT 'WHO' OR 'WHOM' BELONGS"
10310 PRINT "IS TO TRY PUTTING IN 'HE' OR 'HIM'"
10330 PRINT "WHENEVER IN DOUBT."
10340 PRINT
10350 PRINT
10360 PRINT "FOR EXAMPLE: "
10370 PRINT
10380 PRINT "I WONDER WHO TOOK THE PACKAGE . . ."
10390 PRINT
10400 PRINT "YOU WOULDN'T SAY"
10410 PRINT "I WONDER IF HIM TOOK THE PACKAGE. . . ."
10420 PRINT
10430 PRINT "SINCE YOU WOULDN'T USE 'HIM'"
10440 PRINT "(WHICH IS THE OBJECTIVE CASE),"
10450 PRINT "YOU WOULDN'T USE 'WHOM' EITHER"
10460 PRINT "(WHICH IS THE OBJECTIVE CASE OF 'WHO')."

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10462 GOSUB 80000
10470 PRINT
10480 PRINT
10490 PRINT "IN 'THE MAN WHO WE SAW . . .'"
10500 PRINT "YOU WOULDN'T SAY 'WE SAW HE'"
10510 PRINT "YOU WOULD USE THE OBJECTIVE FORM 'HIM'."
10520 PRINT
10530 PRINT "THEREFORE, YOU WOULDN'T USE THE"
10540 PRINT "SUBJECTIVE CASE OF 'WHO' EITHER."
10550 PRINT
10560 PRINT
10570 PRINT "LET'S TRY A FEW EXAMPLES."
10580 PRINT
10590 PRINT
10600 PRINT "PICK THE RIGHT WORD FOR EACH OF THE FOLLOWING SENTENCES:"
10610 PRINT
10615 REM FIRST QUESTION (I1), CONCEPT 5
10616 REM QUESTION 141
10620 PRINT "HE ASKED (WHO/WHOM) HAD BEEN AT THE GAME YESTERDAY."
10630 PRINT
10640 PRINT
10650 PRINT "JUST TYPE THE RIGHT WORD."
10660 PRINT
10670 PRINT
10680 INPUT I1$
10690 IF I1$="WHO" THEN 10730
10700 IF I1$="WHOM" THEN 10790
10710 PRINT N9$
10720 GOTO 10620
10730 PRINT "RIGHT."
10740 LET I1=1
10750 PRINT "'WHO' IS THE SUBJECT OF THE VERB 'HAD BEEN'."
10752 GOSUB 80000.
10760 PRINT
10770 PRINT
10780 GOTO 10960
10790 PRINT "NO."
10800 PRINT "THE CORRECT ANSWER IS 'WHO'."
10810 LET I1=0
10820 PRINT "'WHOM' IS THE OBJECTIVE FORM OF THE WORD,"
10830 PRINT "AND SHOULD BE USED ONLY WHEN THE PERSON TO WHOM IT REFERS"
10840 PRINT "IS THE OBJECT OF THE CLAUSE OR SENTENCE."
10845 PRINT
10850 PRINT "ASK YOURSELF DOES THE 'WHO' INVOLVED HERE"
10860 PRINT "RECEIVE THE ACTION?"
10865 PRINT
10870 PRINT "CAN YOU SUBSTITUTE 'HIM'"
10880 PRINT "(CAN YOU SAY 'HIM HAD BEEN AT THE GAME . . .')?"
10890 PRINT
10900 PRINT "IN THIS SENTENCE,"
10910 PRINT "YOU HAVE TO USE THE SUBJECTIVE FORM BECAUSE"
10920 GOTO 10750
10930 PRINT
10940 PRINT
10950 PRINT
10960 PRINT "LET'S DO ANOTHER:"

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10965 REM CONCEPT 5, SECOND QUESTION (12)

10970 PRINT

10975 REM QUESTION 142

10980 PRINT "(WHO/WHOM) WOULD YOU TRUST WITH YOUR SECRETS?"

10990 PRINT

11000 PRINT

11010 PRINT

11020 INPUT I2\$

11030 IF I2\$="WHOM" THEN 11070

11040 IF I2\$="WHO" THEN 11160

11050 PRINT N9\$

11060 GOTO 10980

11070 PRINT "GOOD."

11080 LET I2=1

11090 PRINT "YOU HAVE TO USE 'WHOM' HERE BECAUSE"

11100 PRINT "IT IS IN THE OBJECTIVE CASE--IT COMPLETES"

11110 PRINT "THE VERB 'WOULD YOU TRUST', IT RECEIVES"

11120 PRINT "YOUR ACTION OF 'TRUSTING'."

11130 PRINT

11140 PRINT

11150 GOTO 11340

11160 PRINT "NO, THE RIGHT ANSWER IS 'WHOM'."

11170 LET I2=0

11180 PRINT "'WHO' IS THE SUBJECTIVE FORM OF THE WORD"

11190 PRINT "AND YOU NEED THE OBJECTIVE FORM HERE."

11200 PRINT

11210 PRINT "TRY THE TRICK OF PUTTING 'HE' OR 'HIM' IN THE SENTENCE"

11220 PRINT "INSTEAD OF 'WHO' OR 'WHOM'."

11230 PRINT

11240 PRINT "WOULD YOU WRITE 'WOULD YOU TRUST HE WITH YOUR SECRETS?'"

11250 PRINT

11260 PRINT "SINCE THAT IS NOT RIGHT, AND YOU MUST USE 'HIM'."

11270 PRINT "YOU KNOW THE SAME THING MUST APPLY TO 'WHO' OR 'WHOM'."

11272 GOSUB 80000

11280 PRINT

11290 PRINT

11300 GOTO 11090

11310 REM THIS IS THE THIRD QUESTION ON THIS CONCEPT.

11320 PRINT

11330 PRINT

11340 PRINT "HERE'S ANOTHER:"

11345 REM QUESTION 143

11350 PRINT

11360 PRINT "ALL THOSE (WHO/WHOM) WISH TO ATTEND, RAISE YOUR HANDS."

11370 PRINT

11380 PRINT

11390 INPUT I3\$

11400 IF I3\$="WHO" THEN 11440

11410 IF I3\$="WHOM" THEN 11480

11420 PRINT N9\$

11430 GOTO 11360

11440 PRINT "CORRECT."

11450 LET I3=1

11460 PRINT "'WHO' IS THE SUBJECT OF THE VERB 'WISH'."

11462 GOSUB 80000

11470 GOTO 11640

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11480 PRINT "NO, THE CORRECT ANSWER IS 'WHO'."

11490 LET I3=0

11500 PRINT "'WHOM' IS THE OBJECTIVE FORM OF THE WORD,"

11510 PRINT "BUT THERE IS NO OBJECT INVOLVED HERE."

11520 PRINT

11530 PRINT "TRY SUBSTITUTING 'THEY' OR 'THEM'."

11540 PRINT

11550 PRINT "YOU WOULDN'T WRITE 'THEM WISH TO ATTEND'."

11560 PRINT "BET RATHER"

11570 PRINT "YOU WOULD SAY 'THEY WISH TO ATTEND'."

11575 PRINT

11580 PRINT "BY THE SAME REASONING,"

11590 PRINT "YOU HAVE TO USE 'WHO' BECAUSE"

11600 GOTO 11460

11610 PRINT

11620 PRINT

11630 PRINT

11640 IF I1+I2+I3=3 THEN 12690

11642 REM STUDENTS WHO MISSED ONE OR MORE QUESTIONS WILL BE

11644 REM AUTOMATICALLY BRANCHED TO A REMEDIATION SEQUENCE.

11660 PRINT

11680 REM THIS IS THE START OF THE REMEDIATION BRANCH FOR STUDENTS WHO MISSED

11690 REM 1. OR MORE OF THE QUESTIONS ON 'WHO' OR 'WHOM'.

11700 PRINT

11710 PRINT "LET'S DO A FEW PRACTICE QUESTIONS."

11720 PRINT

11730 PRINT "JUST TYPE THE WORD IN PARENTHESES THAT'S CORRECT."

11740 PRINT

11750 PRINT

11760 PRINT "WHEN YOU TALK ABOUT GREAT MEN, (WHO/WHOM) DO YOU MEAN?"

11765 REM QUESTION 144

11770 PRINT

11780 PRINT

11790 INPUT J1\$

11800 IF J1\$="WHOM" THEN 11840

11810 IF J1\$="WHO" THEN 11870

11820 PRINT N9\$

11830 GOTO 11760

11840 PRINT "RIGHT."

11850 LET J1=1

11860 GOTO 11970

11870 PRINT "NO, THE RIGHT ANSWER IS 'WHOM'."

11880 LET J1=0

11890 PRINT "TRY SUBSTITUTING 'HE' OR 'HIM'."

11900 PRINT

11910 PRINT "YOU WOULDN'T SAY,"

11920 PRINT "'DO YOU MEAN, HE';"

11925 PRINT

11930 PRINT "SINCE 'HIM' IS THE OBJECTIVE FORM OF THE PRONOUN"

11940 PRINT "(AND YOU NEED THE OBJECTIVE FORM BECAUSE "

11950 PRINT "'HIM' RECEIVES THE ACTION, RECEIVES YOUR MEANING),"

11960 PRINT "YOU ALSO NEED THE OBJECTIVE FORM 'WHOM' HERE."

11970 PRINT

11980 PRINT

11990 PRINT

12000 PRINT "I DON'T KNOW (WHO/WHOM) IT IS AT THE DOOR."

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12005 REM QUESTION 145
12010 PRINT
12020 PRINT
12030 INPUT J2$
12040 IF J2$="WHO" THEN 12080
12050 IF J2$="WHOM" THEN 12110
12060 PRINT N9$
12070 GOTO 12000
12080 PRINT"RIGHT, AND THIS CAN BE EASILY SEEN IF YOU"
12090 LET J2=1
12100 PRINT"TRY SUBSTITUTING."
12102 GOTO 12120
12110 PRINT"NO, THE RIGHT ANSWER IS 'WHO'."
12112 LET J2=0
12120 PRINT "YOU'LL REMEMBER FROM THE FIRST PART OF THIS LESSON"
12130 PRINT "THAT AFTER THE VERB 'TO BE',"
12140 PRINT "YOU HAVE TO USE THE SUBJECTIVE CASE."
12150 PRINT
12160 PRINT "THEREFORE, YOU WOULD WRITE"
12200 PRINT "'HE IS AT THE DOOR'"
12210 PRINT "NOT"
12220 PRINT "'HIM IS AT THE DOOR'."
12230 PRINT
12240 PRINT "AND BECAUSE YOU USE THE SUBJECTIVE CASE"
12250 PRINT "WHEN YOU WRITE 'HE',"
12260 PRINT "YOU ALSO USE IT WHEN"
12270 PRINT "YOU CHOOSE BETWEEN 'WHO' AND 'WHOM'."
12280 PRINT
12290 PRINT
12300 PRINT
12310 PRINT
12320 PRINT
12330 PRINT
12335 REM QUESTION 146
12340 PRINT "TO (WHO/WHOM) ARE YOU SPEAKING?"
12350 PRINT
12360 PRINT
12370 INPUT J3$
12380 IF J3$="WHOM" THEN 12420
12390 IF J3$="WHO" THEN 12570
12400 PRINT N9$
12410 GOTO 12340
12420 PRINT "RIGHT."
12430 LET J3=1
12440 PRINT "'YOU' IS THE SUBJECT OF THE SENTENCE,"
12450 PRINT"AND THE WORD 'WHOM' IS THE OBJECT OF 'TO'."
12470 PRINT
12480 PRINT "THEREFORE, IT HAS TO BE IN THE OBJECTIVE CASE."
12485 PRINT
12520 PRINT
12525 GOTO 12670
12530 PRINT
12570 PRINT "NO, THE CORRECT ANSWER IS 'WHOM'."
12590 LET J3=0
12600 PRINT "AGAIN, TRY PUTTING IN 'HE' OR 'HIM'."
12610 PRINT

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12620 PRINT "YOU WOULDN'T SAY 'YOU ARE SPEAKING TO HE'."
12630 PRINT "BUT RATHER 'YOU ARE SPEAKING TO HIM'."
12640 PRINT
12641 PRINT "'YOU' IS THE SUBJECT OF THE SENTENCE,"
12642 PRINT "AND IT IS THE 'WHO' THAT RECEIVES THE ACTION"
12643 PRINT "(THAT IS, YOUR SPEECH)."

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13060 PRINT N9$
13070 GOTO 12990
13080 PRINT K9$
13090 LET Z2=1
13100 GOTO 13140
13110 PRINT W9$
13120 LET Z2=0
13130 GOTO 13140
13140 PRINT "3)"
13150 PRINT "IT WAS ELLEN AND (SHE/HER) AT THE DOOR."
13160 PRINT
13170 PRINT
13180 PRINT
13190 INPUT Z3$
13200 IF Z3$="SHE" THEN 13240
13210 IF Z3$="HER" THEN 13270
13220 PRINT N9$
13230 GOTO 13150
13240 PRINT K9$
13250 LET Z3=1
13260 GOTO 13290
13270 PRINT W9$
13280 LET Z3=0
13290 PRINT "4)"
13300 PRINT "JOHN CAN'T THROW VERY WELL, BUT HE CAN CATCH AS WELL AS (I/ME)."
13310 PRINT
13320 PRINT
13330 PRINT
13340 INPUT Z4$
13350 IF Z4$="I" THEN 13390
13360 IF Z4$="ME" THEN 13430
13370 PRINT N9$
13380 GOTO 13300
13390 PRINT K9$
13400 LET Z4=1
13410 PRINT
13420 GOTO 13470
13430 PRINT W9$
13440 LET Z4=0
13450 PRINT
13460 PRINT
13470 PRINT "5)"
13480 PRINT "IT MUST HAVE BEEN (THEY/THEM) WHO BROUGHT THE FLOWERS."
13490 PRINT
13500 PRINT
13510 PRINT
13520 INPUT Z5$
13530 IF Z5$="THEY" THEN 13570
13540 IF Z5$="THEM" THEN 13600
13550 PRINT N9$
13560 GOTO 13480
13570 PRINT K9$
13580 LET Z5=1
13590 GOTO 13620
13600 PRINT W9$
13610 LET Z5=0

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13620 PRINT "6)"

13630 PRINT "THE STRIDERS ARE A FASTER TEAM THAN (WE/US)."

13640 PRINT

13650 PRINT

13660 PRINT

13670 INPUT Z6\$

13680 IF Z6\$="WE" THEN 13720

13690 IF Z6\$="US" THEN 13750

13700 PRINT N9\$

13710 GOTO 13630

13720 PRINT K9\$

13730 LET Z6=1

13740 GOTO 13780

13750 PRINT W9\$

*13760 LET Z6=0

13770 PRINT

13780 PRINT "7)"

13790 PRINT "THE COACH PRESENTED THE GAME BALL TO TOM AND (I/ME)."

13800 PRINT

13810 PRINT

13820 PRINT

13830 INPUT Z7\$

13840 IF Z7\$="ME" THEN 13880

13850 IF Z7\$="I" THEN 13910

13860 PRINT N9\$

13870 GOTO 13790

13880 PRINT K9\$

13890 LET Z7=1

13900 GOTO 13940

13910 PRINT W9\$

13920 LET Z7=0

13930 PRINT

13940 PRINT "8)"

13950 PRINT "BILL GAVE THE EXTRA MONEY TO JACK AND(SHE/HER)."

13960 PRINT

13970 PRINT

13980 PRINT

13990 INPUT Z8\$

14000 IF Z8\$="HER" THEN 14040

14010 IF Z8\$="SHE" THEN 14070

14020 PRINT N9\$

14030 GOTO 13950

14040 PRINT K9\$

14050 LET Z8=1

14060 GOTO 14110

14070 PRINT W9\$

14080 LET Z8=0

14090 PRINT

14100 PRINT

14110 PRINT "9)"

14120 PRINT "BETWEEN YOU AND (ME/I), I THINK IT'S TIME TO LEAVE THIS PLACE."

14130 PRINT

14140 PRINT

14150 PRINT

14160 INPUT Z9\$

14170 IF Z9\$="ME" THEN 14210

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14180 IF Z9$="I" THEN 14240
14190 PRINT N9$
14200 GOTO 14120
14210 PRINT K9$
14220 LET Z9=1
14230 GOTO 14270
14240 PRINT W9$
14250 LET Z9=0
14260 PRINT
14270 PRINT "10)"
14280 PRINT "I JUST CAN'T CHOOSE BETWEEN JANE AND (HER/SHE)."

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14730 PRINT
14740 PRINT "13)"
14750 PRINT "(WHO/WHOM) SHALL I SAY IS CALLING, PLEASE?"
14760 PRINT
14770 PRINT
14780 PRINT
14790 INPUT Y4$
14800 IF Y4$="WHO" THEN 14840
14810 IF Y4$="WHOM" THEN 14870
14820 PRINT N9$
14830 GOTO 14750
14840 PRINT K9$
14850 LET Y4=1
14860 GOTO 14900
14870 PRINT W9$
14880 LET Y4=0
14890 PRINT
14900 PRINT "14)"
14910 PRINT "IT'S REALLY A QUESTION OF (WHO/WHOM) YOU CAN BELIEVE THESE DAYS."
14920 PRINT
14930 PRINT
14940 PRINT
14950 INPUT Y5$
14960 IF Y5$="WHOM" THEN 15000
14970 IF Y5$="WHO" THEN 15030
14980 PRINT N9$
14990 GOTO 14910
15000 PRINT K9$
15010 LET Y5=1
15020 GOTO 15060
15030 PRINT W9$
15040 LET Y5=0
15050 PRINT
15060 PRINT "15)"
15070 PRINT "(WHOEVER/WHOMEVER) IT WAS ON THE PHONE, HE HAS HUNG UP."
15080 PRINT
15090 PRINT
15100 PRINT
15110 INPUT Y6$
15120 IF Y6$="WHOEVER" THEN 15160
15130 IF Y6$="WHOMEVER" THEN 15190
15140 PRINT N9$
15150 GOTO 15070
15160 PRINT K9$
15170 LET Y6=1
15180 GOTO 15220
15190 PRINT W9$
15200 LET Y6=0
15210 PRINT
15220 PRINT "16)"
15230 PRINT "THE GIRL (WHO/WHOM) WE SAW TUESDAY IS BOB'S SISTER."
15240 PRINT
15250 PRINT
15260 PRINT
15270 INPUT Y7$
15280 IF Y7$="WHOM" THEN 15320

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15290 IF Y7\$="WHO" THEN 15350

15300 PRINT N9\$

15310 GOTO 15230

15320 PRINT K9\$

15330 LET Y7=1

15340 GOTO 15380

15350 PRINT W9\$

15360 LET Y7=0

15370 PRINT

15380 PRINT "17)"

15390 PRINT "FROM (WHO/WHOM) IS THIS MESSAGE?"

15400 PRINT

15410 PRINT

15420 PRINT

15430 INPUT Y8\$

15440 IF Y8\$="WHOM" THEN 15480

15450 IF Y8\$="WHO" THEN 15510

15460 PRINT N9\$

15470 GOTO 15390

15480 PRINT K9\$

15490 LET Y8=1

15500 GOTO 15540

15510 PRINT W9\$

15520 LET Y8=0

15530 PRINT

15540 PRINT "18)"

15550 PRINT "HE ASKED (WE/US) SECOND YEAR STUDENTS TO TUTOR THE FIRST YEAR STUDENTS."

15560 PRINT

15570 PRINT

15580 PRINT

15590 INPUT Y9\$

15600 IF Y9\$="US" THEN 15640

15610 IF Y9\$="WE" THEN 15670

15620 PRINT N9\$

15630 GOTO 15550

15640 PRINT K9\$

15650 LET Y9=1

15660 GOTO 15700

15670 PRINT W9\$

15680 LET Y9=0

15690 PRINT

15700 PRINT "19)"

15710 PRINT "NO ONE IS SURE (WHO/WHOM) WILL BE ABLE TO ATTEND THE TOURNAMENT."

15720 PRINT

15730 PRINT

15740 PRINT

15750 INPUT X1\$

15760 IF X1\$="WHO" THEN 15800

15770 IF X1\$="WHOM" THEN 15830

15780 PRINT N9\$

15790 GOTO 15710

15800 PRINT K9\$

15810 LET X1=1

15820 GOTO 15860

15830 PRINT W9\$

15840 LET X1=0

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15850 PRINT
15860 PRINT "20)"
15870 PRINT "THERE AREN'T MANY SECRETS BETWEEN (HE/HIM) AND TOM."
15880 PRINT
15890 PRINT
15900 PRINT
15910 PRINT
15920 INPUT X2$
15930 IF X2$="HIM" THEN 15970
15940 IF X2$="HE" THEN 16000
15950 PRINT N9$
15960 GOTO 15870
15970 PRINT K9$
15980 LET X2=1
15990 GOTO 16030
16000 PRINT W9$
16010 LET X2=0
16020 GOTO 16030
16030 LET X=X1+X2+Z1+Z2+Z3+Z4+Z5+Z6+Z7+Z8+Z9+Y1+Y2+Y3+Y4+Y5+Y6+Y7+Y8+Y9
16040 LET X9$="YOUR SCORE FOR THIS TEST (OUT OF 20) IS"
16050 PRINT X9$,X
16080 PRINT
16090 PRINT
16100 GOTO 90000
40000 REM EXTRA QUESTIONS
40010 REM THE NEXT TWO QUESTIONS (E5 & E6) ARE BASED ON 61 & 67 SHEET A
40020 REM ACCESSED AT 6530
40030 PRINT
40040 PRINT
40050 PRINT "HERE'S ANOTHER ONE TO TRY: "
40060 PRINT
40070 PRINT
40075 REM QUESTION 129
40080 PRINT "TOM DELIVERED THE PACKAGE TO SUSIE AND I YESTERDAY."
40090 PRINT
40100 PRINT
40110 PRINT "WHAT WORD SHOULD YOU USE TO REPLACE THE INCORRECT ONE IN THIS SENTENCE?"
40120 PRINT
40130 PRINT
40140 INPUT E5$
40150 PRINT
40160 IF E5$="ME" THEN 40500
40170 PRINT
40180 PRINT "NO, THE INCORRECT WORD HERE IS 'I'"
40190 PRINT "AND IT SHOULD BE REPLACED BY 'ME'."
40192 LET E5=0
40200 PRINT
40210 PRINT "YOU NEED THE OBJECTIVE CASE ('ME')"
40220 PRINT "BECAUSE THE PRONOUN 'RECEIVES' THE ACTION OF THE VERB 'DELIVER'."
40230 PRINT
40240 PRINT "THAT IS, THE PACKAGE COMES TO SUSIE AND ME,"
40250 PRINT "WE GET IT FROM THE MAIN ACTOR OR DOER IN THE SENTENCE('TOM')."
40260 PRINT
40270 PRINT
40280 GOTO 40700
40500 PRINT

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40510 PRINT"RIGHT."
40520 LET E5=1
40530 GOTO 40210
40700 PRINT
40710 PRINT
40720 PRINT"HERE'S ONE MORE: ."
40730 PRINT
40735 REM QUESTION 130
40740 PRINT"THEY DECIDED TO SEND FLOWERS TO BOTH LAURA AND HIM."
40750 PRINT
40760 PRINT"TYPE '1' IF YOU THINK A WORD IS INCORRECT IN THIS SENTENCE."
40770 PRINT"TYPE '2' IF YOU THINK THE SENTENCE IS CORRECT AS IT IS WRITTEN."
40780 PRINT
40790 PRINT
40800 PRINT
40810 INPUT E6$
40820 IF E6$="2" THEN 41000
40822 IF E6$="1" THEN 40830
40824 PRINT"THERE ARE ONLY TWO POSSIBLE ANSWERS HERE--'1' OR '2': TRY AGAIN."
40826 GOTO 40740
40830 PRINT
40840 PRINT"WHICH WORD DO YOU THINK NEEDS CHANGING?"
40850 LET E6=0
40860 PRINT
40870 PRINT
40880 INPUT E9$
40890 IF E9$="HE" THEN 41100
40900 PRINT"NO, NOT SO."
40910 PRINT"IN FACT, THE SENTENCE IS CORRECT AS WRITTEN."
40920 PRINT
40930 PRINT"'LAURA AND HIM' IS CORRECT BECAUSE"
40940 PRINT"'HIM' IS IN THE OBJECTIVE CASE--IT SHOWS THAT"
40950 PRINT"THE TWO PEOPLE INVOLVED RECEIVE THE ACTION OF THE VERB."
40970 PRINT
40980 PRINT
40990 GOTO 41500
41000 PRINT"RIGHT."
41010 LET F6=1
41020 GOTO 40930
41100 PRINT"NO, YOU DO NOT HAVE TO USE 'HE' HERE."
41110 PRINT
41120 PRINT"'HE' IS THE SUBJECTIVE FORM OF THE PRONOUN"
41130 PRINT "BUT"
41140 GOTO 40930
41500 RETURN
41510 REM TETURNS TO 6540
42000 PRINT
42010 PRINT"LOOK AT THE THIS SENTENCE: / "
42020 PRINT
42030 PRINT""
42040 REM THIS QUESTION BASED ON QUESTION 9 SHEET A
42050 REM ACCESSED AT 8790
42055 REM QUESTION 137
42060 PRINT"THIS IS A PROBLEM THAT EXISTS BETWEEN YOU AND ME."
42070 PRINT
42080 PRINT

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42090 PRINT"TYPE '1' IF YOU WOULD CHANGE ANY WORD IN THIS SENTNECE."

42100 PRINT"TYPE '2' IF YOU WOULD MAKE NO CHANGES AT ALL."

42110 PRINT

42120 PRINT

42130 INPUT E7\$

42140 IF E7\$="1" GOTO 42200

42150 IF E7\$="2" GOTO 42600

42160 PRINT"YOUR ANSWER WASN'T EXPECTED. TRY AGAIN."

42170 GOTO 42020

42200 PRINT"WHAT WORD WOULD YOU CHANGE."

42210 PRINT

42220 INPUT E9\$

42230 PRINT

42240 PRINT"NO, THE SENTENCE IS RIGHT AS IT STANDS."

42250 PRINT

42260 LET E7=0

42270 PRINT"ALTHOUGH MANY PEOPLE THINK THAT IT SOUNDS BETTER"

42280 PRINT"TO SAY 'BETWEEN YOU AND I',"

42290 PRINT"'BETWEEN YOU AND ME' IS CORRECT."

42300 PRINT

42310 PRINT"'BETWEEN' IS A PREPOSITION AND THE PRONOUN"

42320 PRINT"THAT FOLLOWS IT MUST BE IN THE OBJECTIVE CASE."

42330 PRINT

42340 GOTO 43000

42600 PRINT

42610 PRINT"RIGHT."

42620 LET E7=1

42630 GOTO 42270

43000 REM RETURN TO 8800.

43010 RETURN

60000 REM SUBROUTINE ON THE CASES OF PRONOUNS

60010 PRINT"WOULD YOU LIKE A BRIEF REVIEW"

60020 PRINT"OF PRONOUNS IN THEIR DIFFERENT CASES?"

60030 PRINT

60040 PRINT

60050 PRINT"TYPE YES OR NO."

60060 PRINT

60070 PRINT

60080 INPUT A9\$

60090 IF A9\$="YES" THEN 60220

60100 IF A9\$="NO" THEN 63000

60220 PRINT

60230 PRINT"PRONOUN SUBJECTIVE CASE

OBJECTIVE CASE"

60240 PRINT"FIRST PERSON(SING)

I

ME

"

60242 PRINT

60250 PRINT"FIRST PERSON(PLURAL)

WE

US

"

60252 PRINT

60260 PRINT"SECOND PERSON(SING)

YOU

YOU"

60262 PRINT

60270 PRINT"SECOND PERSON (PLURAL)

YOU

YOU"

60272 PRINT

60280 PRINT"THIRD PERSON "

60282 PRINT

60290 PRINT "(SING-MASCULINE)

HE

HIM

"

60292 PRINT

60300 PRINT "THIRD PERSON "

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60302 PRINT
60310 PRINT "(SING-FEMININE) SHE HER "
60312 PRINT
60320 PRINT "THIRD PERSON(PLURAL) THEY THEM "
60322 PRINT
60330 GOTO63000
63000 RETURN
80000 PRINT
80010 PRINT
80020 PRINT"TO CONTINUE, TYPE '1' AND THE 'RETURN' KEY."
80030 PRINT
80040 PRINT
80050 INPUTP9$
80060 IF P9$="1" THEN 80090
80070 IF P9$=" " THEN 80090
80090 PRINT
80100 RETURN
90000 PRINT"PATTERN OF ANSWERS"
90002 REM THE PATTERN OF ANSWERS PROVIDES A RECORD OF
90003 REM THE STUDENT'S ANSWER FOR EACH QUESTION,
90004 REM ORGANIZED BY CONCEPT.
90010 REM C1 IS CASE OF PRONOUNS AFTER 'TO BE'
90020 REM C2 IS CASE OF PRONOUN IN COMPARISON CLAUSE
90030 REM C3 IS USE OF THE OBJECTIVE CASE
90040 REM C4 IS OBJECT OF PREPOSITION
90050 REM C5 IS WHO/WHOM
90060 PRINT"C1"A1;A2;A3
90070 PRINT"D&P1"B1;B2;B3
90080 PRINT"C2"C1;C2;C3
90090 PRINT"D&P2"D1;D2;D3
90100 PRINT"C3"E1;E2;E3;E4;E5;E6
90110 PRINT"D&P3" F1;F2;F3
90120 PRINT "C4"G1;G2;G3;E7
90130 PRINT"D&P4"H1;H2;H3
90140 PRINT"C5"I1;I2;I3
90150 PRINT"D&P5" J1;J2;J3
90160 PRINT"CT"Z1;Z2;Z3;Z4;Z5;Z6;Z7;Z8;Z9;Y1;Y2;Y3;Y4;Y5;Y6;Y7;Y8;Y9;X1;X2
90170 PRINT
90180 PRINTN1$

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XPROGRE

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00010 REM XPROGRE
00020 REM FINAL DRAFT--SEPT 78/LW
00030 REM COPYRIGHT 1978
00120 REM VANIER COLLEGE/CONCORDIA UNIVERSITY
00130 REM WRITTEN BY A. KELLER
00132 REM C1--Q'S 96,97,98,99,100,101,102
00133 REM D&P1--BEGINS 1650--Q'S 103,104,105,106
00134 REM C2--BEGINS 2040--Q'S 107,108,109,110
00135 REM D&P2--BEGINS 3070--Q'S 111,112
00136 REM CT--BEGINS 4980--10 QUESTIONS
00145 PRINT
00147 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE TRY AGAIN."
00148 REM N9$ ALLOWS FOR TYPOGRAPHICAL ERRORS WITHOUT
00149 REM PENALIZING THE STUDENT.
00150 PRINT
00152 PRINT "PLEASE ENTER YOUR NAME AND ID NUMBER: "
00154 PRINT
00156 INPUT Z9$
00158 PRINT
00160 PRINT
00162 LET Q9$="WHICH WORD (IF ANY) MUST BE CHANGED TO CORRECT THIS SENTENCE?"
00164 LET Q8$="WHAT WORD WOULD YOU PUT IN ITS PLACE?"
00170 PRINT "IN THIS LESSON,"
00180 PRINT "WE WILL LOOK AT VARIOUS PRONOUNS,"
00190 PRINT "AND THE RULES FOR MAKING THEM AGREE WITH"
00200 PRINT "THE WORDS THEY REPLACE"
00210 PRINT "THAT IS, THEIR ANTECEDENTS)."
00220 PRINT
00230 PRINT
00240 PRINT "WHENEVER A PRONOUN REPLACES A NOUN,"
00250 PRINT "IT MUST AGREE IN NUMBER AND IN GENDER."
00260 PRINT
00270 PRINT "HERE'S AN EASY EXAMPLE: "
00280 PRINT
00290 PRINT "THE MAN PICKED UP HIS PIPE."
00300 PRINT
00310 PRINT
00320 PRINT "'HIS' IS A PRONOUN THAT REFERS TO 'MAN',"
00330 PRINT "AND AGREES WITH IT IN NUMBER"
00340 PRINT "(BOTH ARE SINGULAR)"
00350 PRINT "AND IN GENDER"
00360 PRINT "(BOTH ARE MASCULINE)."
00362 PRINT
00364 PRINT
00366 GOSUB 80000
00367 REM GOSUB 80000 IS A PAUSE SUBROUTINE USED AT VARIOUS POINTS
00368 REM THROUGHOUT THE LESSON TO ALLOW THE STUDENT TO PACE THE SPEED.
00370 PRINT "A PRONOUN MUST ALSO BE IN THE PROPER PERSON"
00380 PRINT "(THAT IS, FIRST, SECOND, OR THIRD)"
00390 PRINT "TO MAKE THE AGREEMENT COMPLETE."
00400 PRINT
00410 PRINT
00420 PRINT "FOR EXAMPLE,"
00430 PRINT "A SECOND PERSON PRONOUN CAN'T TAKE THE PLACE OF"
00440 PRINT "A THIRD PERSON NOUN."
00450 PRINT

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00460 PRINT "HERE IS AN EXAMPLE OF SUCH A MISTAKE:  "
00470 PRINT
00480 PRINT "A STUDENT HAS TO DO A GREAT DEAL OF WORK"
00490 PRINT "IN THAT COURSE IN ORDER FOR YOU TO PASS."
00492 GOSUB 80000
00500 PRINT
00510 PRINT "THE WORD 'YOU' REPLACES 'STUDENT' IN THE SECOND PART"
00520 PRINT "OF THE SENTENCE, BUT DOESN'T AGREE WITH IT."
00522 PRINT
00524 PRINT
00530 PRINT "'STUDENT' IS IN THE THIRD PERSON"
00540 PRINT "(AS, IN FACT, ARE ALL NOUNS),"
00550 PRINT "BUT 'YOU' IS A PRONOUN IN THE SECOND PERSON."
00552 PRINT
00554 GOSUB 80000
00560 PRINT "('I' IS FIRST, 'YOU' IS SECOND, AND "
00562 PRINT "'HE/SHE/IT' ARE THIRD)."
00570 PRINT
00580 PRINT
00590 PRINT "TRY THIS ONE:  "
00600 PRINT
00602 REM CONCEPT 1, QUESTION 1 (A)
00604 REM QUESTION 96
00610 PRINT "EVERYONE WAS IN (HIS/THEIR) PLACE."
00620 PRINT
00630 PRINT "CHOOSE ONE OF THE WORDS IN PARENTHESIS."
00632 REM THIS ANALYSIS OF INPUT IS USED TO DIRECT THE STUDENT
00633 REM TO THE APPROPRIATE EXPLANATION FOR HIS RESPONSE.
00634 REM EACH ERROR RECEIVES AN INDIVIDUALIZED EXPLANATION.
00635 REM SIMILAR ANALYSIS IS DONE FOR EACH QUESTION.
00640 INPUT A$
00650 IF A$="HIS" THEN 00700
00660 IF A$="THEIR" THEN 00780
00670 LET N9$="YOUR ANSWER WASN'T EXPECTED. PLEASE TRY AGAIN."
00680 PRINT N9$
00690 GOTO 00610
00700 PRINT
00710 PRINT
00720 PRINT "RIGHT."
00722 LET A=1
00724 REM A=1 WILL BE A WAY OF COUNTING THE NUMBER OF ERRORS THE STUDENT MAKES
00725 REM AS HE GOES THROUGH THE PROGRAM. 'A' REFERS TO THE FIRST QUESTION ASKED.
00730 PRINT "ALTHOUGH INFORMAL USAGE (SAY, WHEN SPEAKING)"
00740 PRINT "ALLOWS YOU TO USE 'THEIR',"
00750 PRINT "IT'S A GOOD IDEA TO REMEMBER THAT 'EVERYONE'"
00760 PRINT "IS SINGULAR, AND THEREFORE, SHOULD BE REPLACED BY A SINGULAR PRONOUN."
00770 GOTO 01000
00780 PRINT
00790 PRINT "NO."
00792 LET A=0
00800 PRINT "INFORMAL USAGE (SAY, IN CONVERSATION) NOW PERMITS YOU"
00810 PRINT "TO USE 'THEIR', BUT STRICTLY SPEAKING THIS IS ILLOGICAL."
00820 PRINT
00830 PRINT "'EVERYONE' IS SINGULAR--"
00840 PRINT "THAT IS, IT MEANS EVERY 'SINGLE' ONE--"
00850 PRINT "AND SHOULD BE REPLACED BY A SINGULAR PRONOUN."

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00852 GOSUB 80000
00860 PRINT
00870 PRINT "THINK OF IT THIS WAY: "
00872 PRINT
00880 PRINT "WOULD YOU SAY 'TOM WAS IN THEIR SEAT'"
00890 PRINT "IF YOU MEANT THAT TOM WAS IN HIS OWN SEAT,"
00900 PRINT "NOT ANY OTHER?"
00910 PRINT
00920 PRINT "FOLLOWING THE SAME LOGIC,"
00930 PRINT "WHY FOLLOW SOMETHING THAT IS SINGULAR"
00932 PRINT "WITH A PRONOUN THAT IS PLURAL?"
00950 PRINT
00960 PRINT "INFORMAL SPEECH MAY PERMIT THIS, "
00970 PRINT "AND USAGE MAY CHANGE."
00990 PRINT "BUT THE LOGIC DOESN'T."
00992 PRINT
00994 GOSUB 80000
01000 PRINT "THE SAME PRINCIPLE HOLDS WITH OTHER WORDS TOO."
01010 PRINT
01020 PRINT "'EVERYBODY', 'ANYBODY', AND 'ANYONE'"
01030 PRINT "ARE SOMETIMES ALLOWED TO BE FOLLOWED IN INFORMAL USAGE"
01040 PRINT "BY A PLURAL PRONOUN."
01050 PRINT
01060 PRINT
01070 PRINT "BUT THE SAME KIND OF LOGIC SHOULD APPLY: "
01072 PRINT
01080 PRINT "'EVERY SINGLE BODY', 'ANY ONE BODY', AND ANY PARTICULAR ONE."
01090 PRINT
01100 PRINT
01110 PRINT "TO USE PLURAL PRONOUNS AFTER THESE WORDS IS NOT TO BE"
01120 PRINT "VERY LOGICAL OR CLEAR."
01130 PRINT
01132 GOSUB 80000
01140 PRINT "TRY THE FOLLOWING QUESTIONS,"
01150 PRINT "CHOOSING THE CORRECT WORD ACCORDING TO FORMAL USAGE."
01160 PRINT
01170 PRINT
01180 PRINT
01182 REM CONCEPT 1, QUESTION 2 (B)
01184 REM QUESTION 97
01190 PRINT "EVERYBODY SHOULD CARRY (HIS/THEIR) ID IN THE FIELD TRIP."
01200 PRINT
01210 PRINT
01220 INPUT B$
01230 IF B$="HIS" THEN 01270
01240 IF B$="THEIR" THEN 01310
01250 PRINT N9$
01260 GOTO 01190
01270 PRINT "GOOD."
01272 LET B=1
01280 PRINT "'EVERYBODY' IS SINGULAR, AND THEREFORE,"
01290 PRINT "IT NEEDS A SINGULAR PRONOUN."
01292 GOSUB 80000
01300 GOTO 1402
01310 PRINT "NO."
01312 LET B=0

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01320 PRINT "REMEMBER, WE ARE TALKING ABOUT A SINGULAR WORD"

01330 PRINT "---'EVERYBODY'---"

01340 PRINT "WHICH TELLS US THAT WE ARE TO THINK OF"

01350 PRINT "THE PERSON IN THE SENTENCE AS"

01360 PRINT "AN INDIVIDUAL, NOT AS A GROUP."

01362 GOSUB 80000

01370 PRINT

01380 PRINT "REMEMBER, THAT EACH PERSON HAS HIS OWN ID,"

01390 PRINT "AND NOT THE WHOLE GROUP'S."

01392 PRINT

01400 PRINT "THEREFORE, YOUR PRONOUN HAS TO SHOW THIS."

01402 GOSUB 43000

01404 REM GOSUB 43000 ACCESSES EXTRA QUESTION FOR C1 (Q4)

01410 PRINT "LOOK AT THIS ONE: "

01412 REM CONCEPT 1, QUESTION 3 (C)

01414 REM QUESTION 99

01420 PRINT

01430 PRINT "NOBODY WOULD ADMIT TO (HIS/THEIR) RESPONSIBILITY"

01432 PRINT "FOR THE ACCIDENT."

01440 PRINT

01450 PRINT

01460 INPUT C\$

01470 IF C\$="HIS" THEN 01510

01480 IF C\$="THEIR" THEN 01570

01490 PRINT N9\$

1495 GOTO 1430

01510 PRINT

01520 PRINT "RIGHT."

01522 LET C=1

01530 PRINT "YOU NEED 'HIS' IN THIS SENTENCE BECAUSE"

01540 PRINT "ITS ANTECEDENT (THE WORD IT REPLACES)"

01550 PRINT "IS SINGULAR."

01554 GOSUB 80000

01560 GOTO 1630

01570 PRINT "NO."

01572 LET C=0

01580 PRINT "'NOBODY' IS SINGULAR: "

01590 PRINT "IT MEANS 'NO ONE' BODY, NO INDIVIDUAL BODY,"

01600 PRINT "NO SINGLE BODY."

01610 PRINT

01620 PRINT "THEREFORE, IT HAS TO TAKE 'HIS' INSTEAD OF 'THEIR'."

01625 PRINT "BECAUSE 'THEIR' IS PLURAL."

01630 GOSUB 40000

01632 REM ABOVE GOSUB ACCESSED THREE QUESTIONS (40K, 41K, 42K--Q1, Q2, Q3)

01633 IF A+B+C+Q1+Q2+Q3+Q4=7 THEN 2040

01634 REM DECISION FRAME FOR C1

01635 REM THE PRECEDING DECISION FRAME DETERMINES THE STUDENT'S

01636 REM MASTERY OF C1. IF HE ANSWERED ALL THE QUESTIONS CORRECTLY,

01637 REM HE PROCEEDS TO THE NEXT CONCEPT. IF NOT, HE IS AUTOMATICALLY

01638 REM GIVEN THE EXTRA QUESTIONS. A SIMILAR DECISION FRAME IS FOUND

01639 REM AFTER EACH CONCEPT.

01650 PRINT "LET'S DO A FEW MORE."

01660 REM THIS REMEDIAL DRILL AND PRACTICE IS GIVEN TO THE STUDENT WHO HAS MISSED ONE OR MORE

01670 PRINT "TRY THESE, USING THE PRINCIPLE THAT"

01680 PRINT "A SINGULAR WORD IS REPLACED BY A SINGULAR PRONOUN."

01682 PRINT

ARE TALKING ABOUT A SINGULAR WORD"

US THAT WE ARE TO THINK OF"
IN THE SENTENCE AS"
, NOT AS A GROUP."

AT EACH PERSON HAS HIS OWN ID,"
HOLE GROUP'S."

OUR PRONOUN HAS TO SHOW THIS."

ESSES EXTRA QUESTION FOR C1 (Q4)
ONE: " "
ION 3 (C)

ADMIT TO (HIS/THEIR) RESPONSIBILITY"
NT."

10
1570

' IN THIS SENTENCE BECAUSE"
NT (THE WORD IT REPLACES)"

SINGULAR: "
ONE BODY, NO INDIVIDUAL BODY,"
Y."

T HAS TO TAKE 'HIS' INSTEAD OF 'THEIR'"
R' IS PLURAL."

ESSED THREE QUESTIONS (40K,41K,42K--Q1,Q2,Q3)

=7 THEN 2040

FOR C1

DECISION FRAME DETERMINES THE STUDENT'S
IF HE ANSWERED ALL THE QUESTIONS CORRECTLY,
HE NEXT CONCEPT. IF NOT, HE IS AUTOMATICALLY
QUESTIONS. A SIMILAR DECISION FRAME IS FOUND
PT.

W MORE."

ILL AND PRACTICE IS GIVEN TO THE STUDENT WHO HAS MISSED ONE OR MORE QUESTIONS.

ING THE PRINCIPLE THAT"

ORD IS REPLACED BY A SINGULAR PRONOUN."

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01683 PRINT
01684 REM D&P, CONCEPT 1, QUESTION 1 (C1)
01685 REM QUESTION 103
01690 PRINT "NO ONE HAPPENED TO HAVE (HIS/THEIR) WALLET."
01692 PRINT
01694 PRINT
01700 INPUT C1$
01710 IF C1$="HIS" THEN 01750
01720 IF C1$="THEIR" THEN 01770
01730 PRINT N9$
01740 GOTO 01690
01750 PRINT "RIGHT, BOTH 'NO ONE' AND 'HIS' ARE SINGULAR."
01752 LET C1=1
01760 GOTO 01810
01770 PRINT "NO."
01772 LET C1=0
01780 PRINT "'NO ONE' IS SINGULAR"
01790 PRINT "---NO SINGLE ONE---"
01800 PRINT "BUT 'THEIR' IS PLURAL. USE 'HIS'."
01802 PRINT
01803 PRINT
01804 REM D&P, CONCEPT 1, QUESTION 2 (C2)
01805 REM QUESTION 104
01806 PRINT
01810 PRINT "JUDGING BY THIS ANONYMOUS LETTER,"
01820 PRINT "SOMEBODY CERTAINLY HAS (HIS/THEIR) MIND MADE UP."
01822 PRINT
01824 PRINT
01830 INPUT C2$
01840 IF C2$="HIS" THEN 01880
01850 IF C2$="THEIR" THEN 01910
01860 PRINT N9$
01870 GOTO 01810
01880 PRINT "GOOD."
01882 LET C2=1
01884 PRINT
01890 PRINT "'SOMEBODY' IS SINGULAR AND NEEDS 'HIS'."
01900 GOTO 1974
01910 PRINT "NO."
01912 LET C2=0
01920 PRINT "'SOMEBODY' IS SINGULAR AND NEEDS 'HIS'."
01930 PRINT "WHICH IS ALSO SINGULAR."
01932 PRINT
01940 PRINT "THINK OF IT THIS WAY: "
01942 PRINT
01950 PRINT "THE PERSON WHO WROTE THE LETTER--THE SOMEBODY--"
01960 PRINT "HAS ONLY ONE MIND BECAUSE HE IS ONLY ONE PERSON."
01962 PRINT
01970 PRINT "TO SPEAK OF 'THEIR' MIND IS ILLOGICAL."
01972 PRINT
01974 GOSUB 80000
01975 REM GOSUB 3700 ACCESSES D&P1, VARIABLE F
01980 GOSUB 3700
1982 GOSUB 4332
01984 REM GOSUB 4332 ACCESSES D&P1, VARIABLE H
1990 PRINT

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02021 PRINT
02040 REM START OF LESSON ON PLURALS
02042 REM START OF CONCEPT 2
02050 PRINT
02060 PRINT "THE WORDS 'ALL' AND 'SOME' PRESENT A BIT OF A PROBLEM."
02062 PRINT
02064 PRINT
02070 PRINT
02090 PRINT "WHEN THEY ARE REPLACED BY PRONOUNS,"
02100 PRINT "THE AGREEMENT DEPENDS ON THE CONTEXT."
02110 PRINT
02120 PRINT
02130 PRINT "FOR EXAMPLE: "
02150 PRINT "ALL OF THE COUNTRY WILL CELEBRATE ITS NATIONAL HOLIDAY TOMORROW."
02160 PRINT
02170 PRINT "ALTHOUGH 'COUNTRY' IMPLIES A GREAT MANY PEOPLE"
02190 PRINT "IT IS CONSIDERED A SINGLE ENTITY; "
2192 PRINT
02200 PRINT "THEREFORE IT TAKES A SINGULAR PRONOUN."
02202 PRINT
02204 PRINT
02206 GOSUB 80000
02210 PRINT "IF, ON THE OTHER HAND, WE HAVE A NUMBER OF DIFFERENT THINGS"
02220 PRINT "THE PRONOUN WE USE WILL BE PLURAL."
02222 PRINT
02224 PRINT
02230 PRINT "FOR INSTANCE: "
02250 PRINT "ALL OF THE CHILDREN WERE IN THEIR PLACES WHEN THE BELL RANG."
02260 PRINT
02280 PRINT "IN THIS CASE, IT'S CLEAR WE ARE LOOKING AT A NUMBER OF DIFFERENT"
02290 PRINT "CHILDREN WHO CAN BE COUNTED INDIVIDUALLY."
02300 PRINT "WE THEREFORE USE THE PLURAL."
02310 PRINT
02314 GOSUB 80000
02320 PRINT "TO SUM UP THEN,"
02330 PRINT "WE USE A SINGULAR PRONOUN WHEN THE WORD IT REPLACES"
2332
02340 PRINT "IS ONE THING, A MASS OF SOME SORT THAT CAN'T "
02350 PRINT "REALLY BE CONSIDERED AS SEPARATE OR INDIVIDUAL UNITS."
02360 PRINT
02380 PRINT "WE USE A PLURAL PRONOUN WHEN THE WORD IT REPLACES"
02382 PRINT "IS A NUMBER OF THINGS OR UNITS WHICH WE CAN COUNT EASILY."
02390 PRINT
02394 GOSUB 80000
02400 PRINT
02402 PRINT "*****"
02410 PRINT
02414 PRINT "THE PRINCIPLE TO REMEMBER WITH WORDS LIKE 'ALL', 'SOME', ETC."
02416 PRINT "IS THAT IF THERE IS AN 'OF' PHRASE WHICH IS PLURAL"
02420 PRINT "THEN THE PRONOUN IS ALSO PLURAL."
02430 PRINT "('NONE OF THE BOYS', 'SOME OF THE BOYS', ETCETERA)."
02440 PRINT
02442 PRINT "*****"
02444 REM L.2402 & L.2442 ARE USED TO HIGHLIGHT THE BASIC PRINCIPLE.
02450 PRINT
02460 PRINT

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02470 PRINT "LET'S TRY A FEW EXAMPLES: "
02480 PRINT
02490 PRINT "SOME OF THE EQUIPMENT WAS STILL IN (ITS/THEIR) ORIGINAL CONDITION."
02492 REM CONCEPT 2, QUESTION A (D)
02494 REM QUESTION 107
02500 LET P9$="CHOOSE THE RIGHT WORD."
02510 PRINT P9$
02520 PRINT
02530 PRINT
02540 PRINT
02550 INPUT D$
02560 IF D$="ITS" THEN 02600
02570 IF D$="THEIR" THEN 02660
02580 PRINT N9$
02590 GOTO 02490
02600 PRINT "RIGHT."
02610 PRINT "'EQUIPMENT' IS SINGULAR--"
02612 LET D=1
02630 PRINT "IT SUGGESTS A MASS OF ONE THING,"
02640 PRINT "LIKE 'IT'."
02650 GOTO 02760
02660 PRINT "NO."
02670 PRINT "ALTHOUGH 'SOME' DOES SUGGEST A PART OF THE EQUIPMENT,"
02672 LET D=0
02680 PRINT "WHAT YOU WANT TO THINK OF HERE"
02690 PRINT "IS THAT 'EQUIPMENT' REALLY IS ONE THING."
02700 PRINT
02710 PRINT "IT IS A MASS, A BULK, A QUANTITY THAT THIS SENTENCE"
02720 PRINT "TALKS ABOUT AS ONE BIG UNIT."
02730 PRINT
02760 PRINT
02770 PRINT
02780 PRINT "LET'S TRY ANOTHER."
02782 REM CONCEPT 2, QUESTION 2 (E)
02784 REM QUESTION 108
02790 PRINT
02810 PRINT "SOME OF THE BOOKS HAD (ITS/THEIR) COVERS TORN OFF."
02820 PRINT P9$
02830 PRINT
02840 PRINT
02850 INPUT E$
02860 IF E$="THEIR" THEN 02900
02870 IF E$="ITS" THEN 2962
02880 PRINT N9$
02890 GOTO 2810
02900 PRINT "RIGHT."
02910 PRINT "CLEARLY, WE HAVE MORE THAN ONE BOOK EVEN IF "
02912 LET E=1
02920 PRINT "WE MAY THINK OF THEM AS A GROUP."
02932 PRINT
02940 PRINT "SINCE WE HAVE A PLURAL NOUN, WE NEED A PLURAL PRONOUN--"
02960 GOTO 3056
02962 PRINT "NO."
02964 LET E=0
02980 PRINT "ALTHOUGH YOU MIGHT THINK OF THE BOOKS AS ONE GROUP OF THINGS,"
02985 PRINT "REMEMBER, WE USE A PLURAL PRONOUN WHEN WE HAVE A NUMBER"

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02990 PRINT "OF THINGS THAT CAN BE COUNTED."
03000 PRINT
03004 GOSUB 80000
03010 PRINT "BOOKS FALLS INTO THIS CATEGORY; - "
03020 PRINT "WE CAN CAN THINK OF ONE BOOK, A SECOND, AND SO FORTH."
03022 PRINT
03030 PRINT "IN THE QUESTION ABOUT THE EQUIPMENT,"
03040 PRINT "WE HAD SOMETHING THAT WAS NOT REALLY COUNTABLE IN THE SAME WAY."
03050 PRINT "IT WAS REALLY ONE THING."
03052 PRINT
03054 GOSUB 80000
03056 GOSUB 3960
03057 REM ACCESSED G2 QUESTION (G)
03060 GOSUB 4676
03062 REM ACCESSED C2 QUESTION (J) ON PLURALS
03066 IF D+E+G+G1+G2+J+J1=6 THEN 3500
03070 PRINT "LET'S TRY A COUPLE MORE PRACTICE QUESTIONS."
03072 REM D&P, CONCEPT 2
03090 PRINT "SOME OF THE CHILDREN BROUGHT (HIS/THEIR) PARENTS TO THE PARTY."
03092 REM D&P, CONCEPT 2, QUESTION 1 (E1)
03094 REM QUESTION 111
03100 PRINT P9$
03110 PRINT
03120 PRINT
03130 INPUT E1$
03140 IF E1$="THEIR" THEN 03180
03150 IF E1$="ITS" THEN 03200
03160 IF E1$="HIS" THEN 03210
03162 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
03164 GOTO 03090
03180 PRINT
03190 PRINT "GOOD. 'CHILDREN' OBVIOUSLY IS PLURAL AND NEEDS A PLURAL PRONOUN."
03192 LET E1=1
03194 PRINT
03195 PRINT
03196 GOTO 3260
03200 PRINT "NO."
03210 PRINT "'CHILDREN TAKEN TOGETHER MAY BE THOUGHT OF AS A GROUP,"
03212 LET E1=0
03220 PRINT "BUT HERE WE CAN SEE THAT THEY CAN BE COUNTED "
03230 PRINT "AS INDIVIDUALS, THEY ALL HAVE THEIR OWN PARENTS, FOR INSTANCE."
03240 PRINT "USE 'THEIR' TO SHOW THIS."
03242 PRINT
03254 PRINT
03255 GOSUB 80000
03256 REM D&P, CONCEPT 2, QUESTION 2 (E2)
03258 REM QUESTION 112
03260 PRINT "NONE OF THEIR MUSIC HAD HAD (ITS/THEIR) DEBUT."
03262 PRINT
03264 PRINT
03280 INPUT E2$
03290 IF E2$="ITS" THEN 03330
03300 IF E2$="THEIR" THEN 03360
03310 PRINT N9$
03320 GOTO 03260
03330 PRINT "RIGHT."

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03340 PRINT "'MUSIC' REALLY IS ONE THING, AND TAKES A SINGULAR PRONOUN."
03342 LET E2=1

03350 GOTO 03500
03360 PRINT "NO."
03370 PRINT "ALTHOUGH 'MUSIC' CAN BE THOUGHT OF AS A COLLECTION"
03372 LET E2=0
03374 PRINT
03390 PRINT "OF DIFFERENT SONGS, THE SENTENCE USES IT AS ONE THING."
03392 PRINT
03400 PRINT "ACCORDING TO THE PRINCIPLE WE'VE BEEN USING,"
03420 PRINT "WHEN SOMETHING IS A MASS RATHER THAN A SERIES OF INDIVIDUAL THINGS"
03430 PRINT "WE USE A SINGULAR PRONOUN."
03440 PRINT "YOU SHOULD HAVE CHOSEN 'ITS'."
03442 PRINT

03454 GOSUB 80000
03500 PRINT
03520 PRINT
03530 PRINT "HERE IS A LIST OF WORDS THAT ARE ALWAYS SINGULAR,"
03540 PRINT "AND SHOULD BE REPLACED BY A SINGULAR PRONOUN."
03550 PRINT
03552 PRINT "*****"
03560 PRINT
03570 PRINT "NO ONE, SOMEONE, SOMETHING."
03580 PRINT "ANYTHING, EACH, EACH ONE, EITHER, NEITHER, NOBODY,"
03582 PRINT "EVERYONE, EVERYBODY, EVERYTHING, NOTHING: "
03584 PRINT "ANYTHING, ANY, ANYBODY, ANYONE."

03590 PRINT
03600 PRINT "HERE IS A LIST OF WORDS THAT ARE ALWAYS PLURAL,"
03610 PRINT "AND SHOULD BE REPLACED BY A PLURAL PRONOUN: "
03620 PRINT "BOTH, FEW, MANY, SEVERAL."
03630 PRINT
03632 PRINT

03634 PRINT "*****"
03635 PRINT
03640 PRINT "YOUR WRITING WILL BE EASIER TO FOLLOW"
03642 PRINT "BECAUSE IT WILL SHOW LOGICAL RELATIONSHIPS"
03643 PRINT "BETWEEN PRONOUNS AND THEIR ANTECEDENTS."
03644 GOSUB 80000

03646 GOTO 4980
03647 REM ABOVE LINE GOES TO CT
03650 PRINT
03660 PRINT
03670 PRINT "LET'S DO A FEW MORE QUESTIONS BEFORE "
03680 PRINT "GOING ON TO THE BRIEF QUIZ."

03690 PRINT
03692 REM D&P1 VARIABLE F, ACCESSED AT 1980
03700 PRINT "HERE'S ANOTHER: "
03705 REM QUESTION 105
03710 PRINT ""
03720 PRINT

03730 PRINT "EVERYONE WAS TRYING THEIR BEST TO GET THE JOB DONE ON TIME."
03740 PRINT
03742 REM D&P (ALL CONCEPTS), QUESTION 1 (F1)
03750 LET Q9\$="WHICH WORD (IF ANY) MUST BE CHANGED TO CORRECT THIS SENTENCE?"
03760 LET Q8\$="WHAT WORD WOULD YOU PUT IN ITS PLACE?"
03770 PRINT

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03780 PRINT Q9$
03790 INPUT F1$
03800 IF F1$="THEIR" THEN 03840
03810 PRINT "NO."
03820 PRINT "'THEIR' IS THE THE WORD THAT NEEDS CHANGING."
03835 LET F1=0
03837 GOTO 3842
03840 LET F1=1
03842 PRINT Q8$
03850 INPUT F2$
03870 IF F2$="HER" THEN 03920
03872 IF F2$="HIS" THEN 3920
03880 PRINT "NO, YOU WOULD HAVE TO PUT IN EITHER"
03890 PRINT "'HIS' OR 'HER' BECAUSE 'EITHER OF THEM'"
03900 PRINT "'WOULD' AGREE WITH 'EVERYONE'"
03910 PRINT "WHICH IS SINGULAR."
03911 GOSUB 80000
03912 LET F2=0
03915 GOTO 3954
03920 PRINT
03930 PRINT "RIGHT."
03940 PRINT "'EVERYONE' IS SINGULAR AND MUST BE"
03950 PRINT "REPLACED BY A SINGULAR PRONOUN."
03952 LET F2=1
03954 RETURN
03956 REM RETURNS TO 1982
03960 PRINT "HERE'S ANOTHER:  "
03962 REM C2 (G)
03965 REM QUESTION 109
03970 PRINT
03980 PRINT "SCIENCE SHOULD TRY TO HELP MEN COME TO TERMS WITH HIS WORLD."
03982 PRINT
03990 PRINT
04000 PRINT
04010 PRINT Q9$
04020 PRINT
04030 INPUT G$
04032 REM THE STUDENT CAN MAKE EITHER OF TWO ACCEPTABLE ANSWERS.
04033 REM HOWEVER, IF THE STUDENT IS WRONG, HE IS GIVEN ONLY ONE
04034 REM EXPLANATION, THE ONE WHICH LEAST CHANGES THE MEANING
04035 REM OF THE SENTENCE.
04040 IF G$="HIS" THEN 04080
04050 IF G$="MEN" THEN 04180
04060 PRINT "NO."
04062 LET G=0
04070 PRINT "THE WORD THAT HAS TO BE CHANGED IS 'HIS'."
04072 GOTO 4082
04080 LET G=1
04082 PRINT Q8$
04090 PRINT
04100 INPUT G1$
04110 IF G1$="THEIR" THEN 4138
04120 PRINT "NO."
04122 LET G1=0
04124 GOTO 4140
04138 LET G1=1

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04140 PRINT "'THEIR' IS THE CORRECT ANSWER"
04150 PRINT "BECAUSE IT AGREES WITH 'MEN'."
04160 PRINT "BOTH ARE PLURALS."
04170 GOTO 4314
04180 PRINT Q8$
04182 LET G=1
04190 PRINT
04200 PRINT
04210 INPUT G2$
04220 IF G2$="MAN" THEN 04280
04230 PRINT "NO."
04240 PRINT "THE CORRECT ANSWER IS 'MAN' BECAUSE "
04250 PRINT "IT IS SINGULAR AND AGREES WITH 'HIS'."
04260 PRINT ""
04262 LET G1=0
04270 GOTO 4314
04280 PRINT "RIGHT."
04282 LET G1=1
04290 PRINT "BOTH 'MAN' AND 'HIS' ARE SINGULAR."
04310 PRINT
04314 RETURN
04316 REM RETURNS TO 3057
04320 PRINT
04330 REM D&P1 (EXTRA QUESTION--VARIBALE H) ACCESSED AT 1982,
04332 REM QUESTION 106
04334 PRINT "HERE'S ANOTHER: "
04340 PRINT
04350 PRINT
04360 PRINT "ANYBODY WHO DOESN'T HAVE THEIR DRIVER'S LICENSE WILL GET A TICKET."
04370 PRINT
04372 PRINT
04374 PRINT Q9$
04380 INPUT H$
04390 IF H$="THEIR" THEN 04580
04400 REM ANY ANSWER BUT 'THEIR' WILL BE CONSIDERED INCORRECT
04410 PRINT "NO."
04422 PRINT "THE WORD THAT NEEDS CHANGING IS 'THEIR'."
04430 PRINT
04440 PRINT
04442 LET H=0
04450 PRINT Q8$
04460 PRINT
04470 INPUT H1$
04480 IF H1$="HIS" THEN 4640
04482 IF H1$="HER" THEN 4640
04490 REM ANY ANSWER BUT 'HIS' OR 'HER' WILL BE CONSIDERED WRONG
04500 PRINT "NO."
04502 LET H1=0
04504 PRINT "THE CORRECT ANSWER IS 'HIS'."
04510 PRINT "'ANYBODY' IS SINGULAR"
04520 PRINT "(I.E., ANY ONE BODY)"
04530 PRINT "AND MUST BE REPLACED BY A SINGULAR PRONOUN."
4552 GOSUB 80000
04560 REM THE STUDENT IS BRANCHED AHEAD TO THE NEXT QUESTION
04570 GOTO 04670
04580 PRINT "RIGHT."

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04582 LET H=1
04590 PRINT
04600 PRINT Q8$
04610 PRINT
04620 REM THE STUDENT IS BRANCHED BACK--EVEN THOUGH HE IS RIGHT--TO THE EXPLANATION GIVEN IN T
04630 GOTO 04470
04640 PRINT "RIGHT."
04642 LET H1=1
04650 PRINT "'HIS' OR 'HER' IS THE CORRECT ANSWER."
04660 GOTO 04510
04670 RETURN
04672 REM RETURNS TO 1990
04676 PRINT "HERE'S ANOTHER"
04678 REM QUESTION 110
04680 PRINT
04690 PRINT
04700 PRINT "NEITHER OF THEM WAS HAPPY WITH THEIR RESULTS."
04710 PRINT
04720 PRINT
04722 REM C2, QUESTION 6 (J)
04730 PRINT Q9$
04740 PRINT
04750 PRINT
04760 INPUT J$
04770 IF J$="THEIR" THEN 04800
04780 PRINT "NO."
04782 LET J=C
04790 PRINT "THE INCORRECT WORD IS 'THEIR'."
04792 GOTO 4820
04800 LET J=1
04810 PRINT
04820 PRINT Q8$
04830 PRINT
04840 PRINT
04850 INPUT J1$
04860 IF J1$="HIS" THEN 04900
04870 IF J1$="HER" THEN 04940
04880 PRINT "NO."
04882 LET J1=C
04890 PRINT "THE CORRECT ANSWER IS 'HIS'."
04892 GOTO 4902
04900 LET J1=1
04902 PRINT "'HIS' IS CORRECT BECAUSE"
04910 PRINT "IT IS SINGULAR"
04920 PRINT "AND AGREES WITH 'NEITHER' WHICH IS ALSO SINGULAR."
04922 PRINT
04924 PRINT
04926 GOTO 4974
04940 PRINT "RIGHT."
04942 LET J1=1
04950 PRINT "'HER' IS CORRECT BECAUSE IT IS SINGULAR"
04960 PRINT "AND IT AGREES WITH 'NEITHER'"
04970 PRINT "WHICH IS ALSO SINGULAR."
04972 PRINT
04974 PRINT
04978 RETURN

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STUDENT IS BRANCHED BACK--EVEN 'THOUGH HE IS RIGHT--TO THE EXPLANATION GIVEN IN THE WRONG ANSWER.
70
IGHT."

HIS' OR 'HER' IS THE CORRECT ANSWER."
10

PNS TO 1990
FRE'S ANOTHER"
TION 110

ITHER OF THEM WAS HAPPY WITH THEIR RESULTS."

QUESTION 6 (J)

HEIR" THEN 04800
C."

HE INCORRECT WORD IS 'THEIR'."

HIS" THEN 04900
HER" THEN 04940
D."

HE CORRECT ANSWER IS 'HIS.'"
02

HIS' IS CORRECT BECAUSE"
IT IS SINGULAR "
AND AGREES WITH 'NEITHER' WHICH IS ALSO SINGULAR."

IGHT."

HER' IS CORRECT BECAUSE IT IS SINGULAR"
AND IT AGREES WITH 'NEITHER'"
WHICH IS ALSO SINGULAR."

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04979 REM RETURN TO DECISION FRAME AT 3066
04980 PRINT"LET'S TRY TEN QUESTIONS TO SEE WHETHER YOU ARE READY TO GO ON."
04990 REM THIS IS THE CT FOR PROGEE
05000 REM THE CRITERION TESTS TESTS MASTERY OF ALL CONCEPTS
05002 PRINT
05004 PRINT
05006 PRINT
05008 PRINT
05010 REM CONCORDIA U/VANIER COLLEGE
05020 REM WRITTEN BY ARNOLD KELLER
05040 PRINT
05050 PRINT
05060 PRINT "IN EACH OF THESE QUESTIONS,"
05070 PRINT "YOU WILL BE GIVEN A SENTENCE THAT MAY OR MAY NOT"
05080 PRINT "HAVE AN ERROR IN IT IN PRONOUN AGREEMENT."
05090 PRINT
05100 PRINT "WRITE THE WORD THAT YOU THINK SHOULD REPLACE THE INCORRECT WORD."
05130 PRINT "FOR OUR PURPOSES HERE, USE THE MASCULINE FORM OF THE WORD,"
05132 PRINT"DON'T WORRY IF YOUR CHANGES WOULD REQUIRE YOU"
05134 PRINT"TO MAKE OTHER CHANGES LATER ON."
05136 GOSUB 80000
05140 PRINT "HERE IS YOUR FIRST QUESTION: "
05150 PRINT
05152 LET R$="CORRECT"
05160 PRINT
05170 PRINT "1)"
05180 PRINT"ANYBODY CAN DO THAT TRICK IF THEY WILL ONLY PRACTISE."
05190 PRINT
05200 PRINT
05210 LET Q7$="WHAT WORD SHOULD YOU USE TO REPLACE THE INCORRECT WORD IN THIS SENTENCE?"
05220 PRINT
05230 PRINT
05240 INPUT K$
05250 IF K$="HE" THEN 05300
05255 IF K$="SHE" THEN 5300
05260 LET C9$="INCORRECT"
05270 PRINT C9$
05280 LET C9$="INCORRECT"
05286 LET K=0
05290 GOTO 05330
05300 LET R$="CORRECT"
05310 PRINT R$
05320 LET K=1
05330 PRINT "2)"
05332 PRINT
05334 PRINT
05360 PRINT"EVERYONE AGREED TO KEEP THEIR OWN COAT AT THE RESTAURANT."
05370 PRINT Q7$
05380 PRINT
05390 PRINT
05400 INPUT L$
05410 IF L$="HIS" THEN 05450
05412 IF L$="HER" THEN 5450
05420 PRINT C9$
05430 LET L=0
05440 GOTO 05480

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05450 PRINT R$
05460 LET L=1
05470 GOTO 05480
05480 PRINT "3)"
05490 PRINT "IF A PERSON WANTS TO BE A SUCCESS,"
05492 PRINT "YOU WILL HAVE TO REALLY WORK AT IT."
05500 PRINT
05510 PRINT Q7$
05520 PRINT
05530 PRINT
05540 INPUT M$
05550 IF M$="HE" THEN 05590
05552 IF M$="SHE" THEN 5590
05560 PRINT C9$
05570 LET M=0
05580 GOTO 05620
05590 PRINT R$
05600 LET M=1
05610 GOTO 05620
05612 PRINT
05614 PRINT
05620 PRINT "4)"
05650 PRINT "AFTER A TOUGH GAME, EVERYONE WILL TAKE THEIR TIME CHANGING."
05660 PRINT Q7$
05670 PRINT
05680 PRINT
05690 INPUT N$
05700 IF N$="HIS" THEN 05740
05702 IF N$="HER" THEN 5740
05710 PRINT C9$
05720 LET N=0
05730 GOTO 05770
05740 PRINT R$
05750 LET N=1
05760 GOTO 05770
05762 PRINT
05764 PRINT
05770 PRINT "5)"
05800 PRINT "ANYBODY WHO THOUGHT OF THEIR FUTURE COULD SEE IT WASN'T GOING TO BE EASY."
05810 PRINT Q7$
05820 PRINT
05830 PRINT
05840 INPUT O$
05850 IF O$="HIS" THEN 05890
05852 IF O$="HER" THEN 5890
05860 PRINT C9$
05870 LET O=0
05880 GOTO 05920
05890 PRINT R$
05900 LET O=1
05920 PRINT
05940 PRINT
05950 PRINT
05960 PRINT "6)"
05970 PRINT "IF EVERYONE IN THE CLUB PAYS THEIR FEES,"
05980 PRINT "WE WON'T HAVE A DEFICIT THIS YEAR."

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05990 PRINT
06000 PRINT
06010 LET Q$="WHAT WORD SHOULD YOU USE TO REPLAGE THE INCORRECT PRONOUN IN THIS SENTENCE?"
06012 PRINT Q$
06020 PRINT
06022 PRINT
06030 LET R$="CORRECT"
06032 LET C9$="INCORRECT"
06040 PRINT
06050 INPUT P$
06060 IF P$="HIS" THEN 6150
06070 IF P$="HER" THEN 6150
06080 PRINT C9$
06090 LET P=0
06100 GOTO 6200
06150 PRINT R$
06160 LET P=1
06200 PRINT "7)"
06210 PRINT "TOYS LIKE THIS SHOULD NOT BE ALLOWED ON THE MARKET."
06220 PRINT
06230 PRINT
06240 PRINT Q$
06250 PRINT
06260 PRINT
06270 INPUT Q$
06280 IF Q$="THESE" THEN 6330
06290 PRINT C9$
06300 LET Q=0
06310 GOTO 6380
06330 PRINT R$
06340 LET Q=1
06380 PRINT
06390 PRINT
06400 PRINT "8)"
06410 PRINT "ANYBODY WHO SAYS THAT THEY NEVER MAKE MISTAKES"
06420 PRINT "MUST BE QUITE CONCEITED."
06430 PRINT
06440 PRINT
06450 INPUT R$
06460 IF R$="HE" THEN 6500
06470 IF R$="SHE" THEN 6500
06480 PRINT C9$
06490 LET R=0
06492 GOTO 6540
06500 PRINT R$
06510 LET R=1
06540 PRINT
06550 PRINT
06560 PRINT "9)"
06570 PRINT "EACH CHILD PLAYED WITH THEIR TOYS AT MISS THOMPSON'S KINDERGARTEN."
06580 PRINT
06590 PRINT
06600 PRINT Q$
06610 PRINT
06620 PRINT
06630 INPUT S$

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```

06640 IF S$="HIS" THEN 6700
06650 IF S$="HER" THEN 6700
06660 PRINT C9$
06670 LET S=0
06680 GOTO 6730
06700 PRINTR$
06710 LET S=1
06720 PRINT
06730 PRINT
06740 PRINT
06750 PRINT"10)"
06770 PRINT"WOMEN IN TODAY'S SOCIETY NO LONGER"
06780 PRINT"EXPECT TO STAY IN HER HOMES AND ONLY"
06790 PRINT "TAKE CARE OF THE HOUSE."
06800 PRINT
06810 PRINT
06820 PRINTQ7$
06830 PRINT
06840 PRINT
06850 INPUT T$
06860 IF T$="THEIR" THEN 6900
06870 PRINT C9$
06880 LET T=0
06890 GOTO 6950
06900 PRINT R$
06910 LET T=1
06950 PRINT
06960 LET X=K+L+M+N+O+P+Q+R1+S+T
06965 REM THIS TALLIES THE TEST SCORE
06970 LET X$="YOUR SCORE FOR THIS QUIZ (OUT OF TEN) IS"
06980 PRINT X$,X
06990 GOTO 90000
40000 REM EXTRA QUESTIONS ON PROGEE
40010 REM THESE QUESTIONS ARE ACCESSED BY GOSUBS AT VARIOUS POINTS
40020 REM VARIABLES WILL BE Q1 TO Q9
40030 REM FIRST QUESTION BASED ON QUESTION 3, SHEET A
40040 REM THIS QUESTION ACCESSED AT 1630
40050 PRINT
40060 PRINT "LET'S LOOK AT ANOTHER: "
40070 PRINT
40075 REM QUESTION 100
40080 PRINT "REASONS LIKE (THIS/THESE) ARE NOT HARD TO FIND."
40090 PRINT
40100 PRINT "WHICH FORM OF THE WORD IN BRACKETS IS CORRECT?"
40110 PRINT
40120 PRINT
40130 INPUT Q1$
40140 IF Q1$="THESE" THEN 40200
40150 IF Q1$="THIS" THEN 40400
40160 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
40170 PRINT
40180 PRINT
40190 GOTO 40080
40200 PRINT "RIGHT."
40210 LET Q1=1
40220 PRINT""REASONS' IS PLURAL"

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40230 PRINT"AND, THE PRONOUN THAT REPLACES IT"
40240 PRINT"MUST ALSO BE PLURAL."
40250 PRINT
40260 PRINT
40270 GOTO 40600
40400 PRINT"NO, THE RIGHT ANSWER IS 'THESE'."
40410 PRINT
40420 LET Q1=0
40430 PRINT"REMEMBER, A PRONOUN HAS TO AGREE"
40440 PRINT"IN NUMBER (SINGULAR? PLURAL?)"
40450 PRINT"WITH THE WORD IT REPLACES."
40460 PRINT
40470 PRINT"'THIS' IS SINGULAR; IT WOULD BE CORRECT ONLY"
40480 PRINT"IF ONE THING WERE BEING CONSIDERED."
40490 PRINT
40500 PRINT "'THESE' IS CORRECT BECAUSE"
40510 GOTO 40220
40600 PRINT
41000 REM QUESTION BASED ON 11 SHEET A
41010 PRINT
41020 PRINT
41030 PRINT"TRY THIS ONE:  "
41035 REM QUESTION 101
41040 PRINT
41050 PRINT"ANYBODY WHO THINKS (THEY/HE) CAN ALWAYS"
41060 PRINT "BE RIGHT IS ALMOST ALWAYS WRONG."
41070 PRINT
41080 PRINT
41090 PRINT"WHICH FORM OF THE PRONOUN IN BRACKETS IS CORRECT?"
41100 PRINT
41110 PRINT
41120 INPUT Q2$
41130 IF Q2$="HE" THEN 41200
41140 IF Q2$="THEY" THEN 41400
41150 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
41160 PRINT
41170 PRINT
41180 GOTO 41050
41200 PRINT"GOOD."
41210 LET Q2=1
41220 PRINT"'ANYBODY' IS SINGULAR"
41230 PRINT "AND MUST BE REPLACED BY"
41240 PRINT "A SINGULAR PRONOUN."
41250 PRINT
41260 PRINT
41270 GOTO 41600
41400 PRINT"NO, THE RIGHT ANSWER IS 'HE'."
41410 PRINT
41420 LET Q2=0
41430 PRINT "REMEMBER, A PRONOUN"
41440 PRINT "MUST AGREE IN NUMBER WITH THE WORD"
41450 PRINT"IT REPLACES."
41460 PRINT
41470 PRINT"BY CHOOSING 'THEY', YOU ARE SAYING"
41480 PRINT"THAT THE SENTENCE IS ABOUT"
41490 PRINT"MORE THAN ONE PERSON."

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41500 PRINT "BUT"
41510 GOTO 41220
41600 PRINT
42000 REM QUESTION BASED ON NUMBER 49, SHEET A
42002 REM ACCESSED AT 1632
42010 PRINT
42020 PRINT
42030 PRINT "LOOK AT THIS SENTENCE: "
42035 REM QUESTION 102
42040 PRINT
42050 PRINT
42060 PRINT "MORE WOMEN ARE WORKING THAN EVER BEFORE"
42070 PRINT "AND TAKING (HER/THEIR) PLACE IN THE ECONOMY."
42080 PRINT
42090 PRINT
42100 PRINT "WHICH FORM OF THE PRONOUN IN BRACKETS IS CORRECT?"
42110 PRINT
42120 PRINT
42130 INPUT Q3$
42140 IF Q3$="THEIR" THEN 42200
42150 IF Q3$="HER" THEN 42400
42160 PRINT "YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
42170 PRINT
42180 PRINT
42190 GOTO 42060
42200 PRINT "RIGHT."
42210 LET Q3=1
42220 PRINT "'WOMEN' IS PLURAL."
42225 PRINT "THEREFORE,"
42230 PRINT "THE WORD THAT REPLACES IT"
42240 PRINT "MUST ALSO BE PLURAL,"
42250 PRINT
42260 PRINT
42270 GOTO 42600
42400 PRINT "NO, THE RIGHT ANSWER IS 'THEIR'."
42410 PRINT
42420 LET Q3=0
42430 PRINT "A PRONOUN HAS TO AGREE IN NUMBER"
42440 PRINT "(SINGULAR? PLURAL?)"
42450 PRINT "WITH THE WORD IT REPLACES."
42460 PRINT
42470 PRINT "'HER' IS SINGULAR BUT"
42480 PRINT GOTO 42220
42600 PRINT
42610 RETURN
42612 REM RETURNS TO 1632
43000 REM QUESTION BASED ON NUMBER 57 SHEET A
43002 REM ACCESSED AT 1402
43010 PRINT
43020 PRINT
43030 PRINT "HERE'S ANOTHER: "
43035 REM QUESTION 98
43040 PRINT
43050 PRINT "UNLESS EVERYONE HERE TRIES (THEIR/HIS) BEST,"
43060 PRINT "THERE'S NO HOPE OF WINNING."
43070 PRINT

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43080 PRINT
43090 PRINT"WHICH FORM OF THE PRONOUN IN BRACKETS' IS CORRECT?"
43100 PRINT
43110 PRINT
43120 INPUT Q4$
43130 IF Q4$="HIS" THEN 43200
43140 IF Q4$="THEIR" THEN 43400
43150 PRINT"YOUR ANSWER WASN'T EXPECTED. PLEASE CHECK IT AND TRY AGAIN."
43160 PRINT
43170 PRINT
43180 GOTO 43050
43200 PRINT"GOOD."
43210 LET Q4=1
43220 PRINT"'EVERYONE' IS SINGULAR"
43230 PRINT"AND MUST BE REPLACED BY "
43240 PRINT"A SINGULAR PRONOUN.."
43250 PRINT
43260 PRINT
43270 GOTO 43600
43400 PRINT"NO, THE RIGHT ANSWER IS 'HIS'."
43410 PRINT
43420 PRINT
43430 LET Q4=0
43440 PRINT"REMEMBER THAT A PRONOUN"
43450 PRINT "HAS TO AGREE IN NUMBER"
43460 PRINT"WITH THE WORD IT REPLACES."
43470 PRINT
43480 PRINT"YOU CAN'T HAVE A PLURAL PRONOUN"
43490 PRINT"TAKING THE PLACE OF "
43500 PRINT "A SINGULAR NOUN."
43510 PRINT
43520 PRINT "'THEIR' IS A PLURAL PRONOUN"
43530 PRINT "BUT"
43540 GOTO 43220
43600 PRINT
43610 RETURN
43612 REM RETURNS TO 1402
80000 PRINT
80010 PRINT
80020 PRINT "TO START AGAIN, TYPE '1' AND THE 'RETURN' KEY."
80030 PRINT
80040 PRINT
80050 INPUT P9$
80060 IF P9$="1" THEN 80070
80070 PRINT
80080 PRINT
80090 RETURN
90000 PRINT "PATTERN OF ANSWERS"
90002 REM THE PATTERN OF ANSWERS PROVIDES A RECORD
90003 REM OF THE STUDENT'S ANSWER FOR EACH QUESTION,
90004 REM ORGANIZED BY CONCEPT.
90060 REM C1 A;B;Q4;C;Q1;Q2;Q3
90070 REM D&P1 C3;C2;F;H
90080 REM C2 D;E;G;G1;J;J1
90090 REM D&P2: E1;E2
90110 REM H1 & J1 ARE SECOND TRIES FOR H & J

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90120 PRINT"C1"A;B;Q4;C;Q1;Q2;Q3
90122 REM Q1,Q2,Q3 ARE 40-41-42K
90130 PRINT"D&P1"C1;C2;F1;F2;H1
90132 REM F & H ARE EXTRA D&P'S GOSUBBED AT 1982 & 1982
90140 PRINT"C2"D;E;G;G1;J;J1
90150 PRINT"D&P2"E1;E2
90170 PRINT"CT" K;L;M;N;O;P;Q;R1;S;T
90180 PRINT Z9\$
99998 PRINT "THIS IS THE END OF THE LESSON ON PRONOUN AGREEMENT."
99999 END.

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00100 rem Programme XCAPI
00110 REM WRITTEN BY ANNE BLOTT
120 rem additional material by arnold keller
00125 rem Final draft--Sept 78/lw
00130 rem C1--Q's 216,217,218,219,220,221
00132 rem C2--Q's 222,223,226,227,229,230,231,232,233,234
00134 rem C3--Q's 224,225,228,237,240,241
00136 rem C4--Q's 215,235,236,238,239
00138 rem C1a--Q's 242,243,244,245,246
140 rem June 1978
142 rem copyright 1978
00150 rem This program is written in ascii.
00152 print "Please enter your name and ID number."
00154 input n$
00156 print
00158 print
00160 print "In this lesson,"
00170 print "you will learn the uses of capitalization."
00180 print
00190 print "In order to write clearly,"
00200 print "we should use every"
00210 print "resource we have to help";
00220 print "our reader follow"
00230 print "the train of thought"
00240 print "in our sentences."
00250 print
00260 print "One of these resources is the use"
00270 print "of capitalization,"
00280 print "a very simple device for making the words"
00290 print "stand out on the page."
00300 print
00310 print "Compare these two groups of words: "
00320 print
00330 print "Nick A. Fox"
00340 print "nick a-fox"
00350 print
00360 print "What do the capitals";
00370 print "in the first group tell you?"
00372 print "Just type the one word"
00374 print "that best expresses the idea."
00380 print
00390 print
00395 rem Question 215
00400 input A$
00410 if A$="name" then 00470
00412 if a$="Name" then 00470
00414 if a$="NAME" then 00470
00415 rem All capitalization alternatives are accepted as correct.
00416 rem All that is required is the correct word.
00420 print "No, they tell you that"
00430 print "Nick A. Fox"
00440 print "Is someone's name."
00450 let a=0
00452 rem L.450 is a counting mechanism used to keep track
00453 rem of student's score on each question. A letter,
00454 rem e.g., a,b,etc. is assigned to each question. When

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00455 rem correct, the value is 1; when incorrect, 0. A similar
00456 rem line will be found after each explanation for each question.
00460 goto 500
00470 print "Right, it is a name of someone."
00480 let a=1
00490 print
00500 print "The use of capitals"
00510 print "keeps the reader from being confused;"
00520 print "he knows that he is not being told"
00530 print "to go out somewhere, find a fox,"
00540 print "and 'nick' it."
00550 print
00560 print
00570 print "When you begin a word with capital"
00580 print "letters, you draw attention to it."
00590 print
00600 print "You make it jump out"
00610 print "at the reader from the page."
00620 print
00630 print "Capitals have the same effect,"
00640 print "we might say, as telling your"
00650 print "reader that this is something"
00660 print "special, not ordinary."
00670 print
00680 print "Consider the following"
00690 print "newspaper headline: "
00700 print
00710 print
00720 print "Titanic Sinks--Thousands Lost at Sea"
00730 print
00740 print
00750 print "These capital letters give the words"
00760 print "a special distinction,"
00770 print "signalling their importance "
00780 print "to the reader."
00782 gosub 80000
00790 print
00800 print
00810 print "In English,"
00820 print "we can use the capital to make many"
00830 print "different kinds of distinctions"
00840 print "in our words."
00850 print
00860 print "Have you noticed as you read along"
00870 print "that each sentence"
00880 print "began with a capital,"
00890 print "that the most important words "
00900 print "in the headline were in capitals,"
00910 print "that the word 'English'"
00920 print "(the name of a language)"
00930 print "was also capitalized?"
00940 print
00950 print "These illustrate just a few of the uses"
00960 print "of capitalization that we'll be looking at."
00962 gosub 80000
00980 print

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00990 print "There are four main categories"
01000 print "of uses of capitals: "
01010 print
01020 print "Sentences,"
01030 print
01040 print "Proper names,"
01050 print
01060 print "Specific Uses of Some Nouns,"
01070 print
01080 print "and Publication Practices."
01090 print
01100 print
01110 print "Let's look at them one by one,"
01120 print "checking our progress"
01130 print "at each stage of learning."
01140 print
01150 print
01160 print ""
01170 rem concept 1--caps at start of sentences
01180 print "Every time you write a sentence,"
01190 print "begin it with a capital--"
01200 print "just like the 'E' at the"
01210 print "beginning of this sentence."
01220 print
01230 print "For instance,"
01240 print "write the word that should"
01250 print "be capitalized here: "
01260 print
01265 rem Question 216
01270 print "dancing is great fun."
01280 print
01290 print
01300 input b1$
01310 if b1$="dancing" then 01380
01312 if b1$="Dancing" then 01380
01314 if b1$="DANCING" then 01380
01320 print "No, "
01330 print "the answer is 'Dancing'."
01340 let b1=0
01350 print "Remember, the first word of every"
01360 print "sentence must begin with a capital."
01370 goto 01410
01380 print "Right, 'Dancing' is the first word"
01390 print "in the sentence."
01400 let b1=1
01410 print "If you are quoting a full statement,"
01420 print "begin the quotation with a capital letter."
01430 print
01440 print "For example: "
01450 print
01460 print "She said, 'Dancing is great fun.'"
01470 print
01480 print "Notice there are two capitals,"
01490 print "one at the beginning of"
01500 print "the whole sentence"
01510 print "('She')."

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01520 print"and one at the beginning of the sentence"
01530 print "quoted within it ('Dancing')."
```

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01540 print
01550 print "Try this one:           "
01560 print
01570 print "'You may like dancing,' he replied,"
01580 print "'but I always feel that everyone"
01590 print "is watching me.'"
```

```

01600 print
01610 print "Would you capitalize any other"
01620 print "word here besides 'You' and 'I'?"
01630 print
01640 print
01650 print "Type either 'yes' or 'no'."
```

```

01660 print
01670 print
01675 rem Question 217
01680 input b2$
01690 print
01700 if b2$="yes" then 01870
01702 if b2$="Yes" then 01870
01704 if b2$="YES" then 01870
01706 if b2$="No" then 01750
01708 if b2$="NO" then 01750
01710 if b2$="no" then 01750
01720 let n9$="Please check your answer and try again."
```

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01730 print n9$
01740 goto 01570
01750 print "Good."
01760 let b2=1
01770 print "The trick here was with the word 'but'"
01780 print "which is not capitalized."
```

```

01790 print
01800 print "The reason for this is that 'but'"
01810 print "is introducing the continuation"
01820 print "of the quoted statement,"
01830 print "not a complete sentence of its own."
01832 gosub 80000
```

```

01840 print
01850 print
01860 goto 01490
01870 print "which word?"
01880 print
01890 input x1$
```

```

01900 rem x1$ is a dummy variable that only comes into play for wrong answers
01910 if x1$="BUT" then 01960
01912 if x1$="But" then 01960
01914 if x1$="but" then 01960
01920 print "No, there is no word here"
01930 print "that needs to be capitalized."
01940 print "The only tricky one is the word 'but'"
01950 goto 01780
01960 print "Sorry, 'but' doesn't have to be capitalized."
01970 print
01980 goto 01800
01990 print
```

```

02000 print"Similarly,"
02010 print"if you are setting one sentence"
02020 print "in parentheses between two others,"
02030 print"you begin it with a capital."
02040 print
02050 print"For example: "
02052 print
02054 print
02060 print"The murder must have been"
02070 print"committed between midnight"
02080 print"and six a.m. (Police have"
02090 print"a record of a midnight phone call"
02100 print"made by the victim who was"
02110 print "found at 6 by his wife.) The"
02120 print "coroner's report will be issued tomorrow."
02122 gosub 80000
02130 print
02140 print"The principle above is the same"
02150 print"as we've been seeing so far--"
02160 print"the start of a new sentence"
02170 print"requires a capital letter."
02180 print
02190 print
02200 print"However, sometimes in writing a sentence,"
02210 print"you might insert a short sentence"
02220 print"in the middle, enclosed in parentheses."
02230 print
02240 print"In that case,"
02250 print"the inserted parenthetical"
02260 print"sentence should seem to flow"
02270 print"into the whole statement,"
02280 print"and so you should not"
02290 print"use a capital to introduce it."
02300 print
02310 print
02320 print"For example: "
02330 print
02340 print
02350 print"The Journalists filled their columns"
02360 print"with superficial commentaries"
02370 print"on the events of the day"
02380 print "(not one of them ever bothered"
02390 print"to check his facts)"
02400 print"and the public accepted it all."
02402 gosub 80000
02410 print
02420 print
02440 print
02450 print"The last kind of situation"
02460 print "where sentence capitals are used"
02470 print"is the statement containing"
02480 print"a colon."
02490 print
02500 print
02510 print"This follows exactly the same principle"
02520 print"we've seen with the"

```



```

02530 print"parentheses,"
02540 print "quotations,"
02550 print"and sentences above."
02560 print
02570 print
02580 print"That is,"
02590 print"If you are drawing attention "
02600 print"to a new statement after the colon,"
02610 print "use a capital to introduce it."
02620 print
02630 print "For example:  "
02640 print
02650 print"During the campaign,"
02660 print"the candidate made only one promise:  "
02670 print"If elected, he would create"
02680 print"100,000 new jobs."
02690 print
02700 print"Try this one:  "
02710 print
02720 print"His list included the following:  "
02730 print"apples, carrots, pears, and plums."
02740 print
02750 print "Should 'apples' be capitalized?"
02760 print"Just type yes or no."
02770 print
02780 print
02785 rem Question 218
02790 input b3$
02800 if b3$="yes" then 02840
02802 if b3$="Yes" then 02840
02804 if b3$="YES" then 02840
02810 if b3$="no" then 02930
02812 if b3$="NO" then 02930
02814 if b3$="No" then 02930
02820 print n9$
02830 goto 02720
02840 print"Sorry, you're wrong because"
02850 let b3=0
02860 print"'apples, carrots, etcetera'"
02870 print"is not a new statement,"
02880 print"but a continuation of"
02890 print"one already introduced."
02900 print
02910 print "Therefore, it needs no capital."
02920 goto 02960
02930 print"Right, because"
02940 let b3=1
02950 goto 02860
02960 print
02970 print
02980 print"Let's try a brief review of the ideas"
02990 print"we've looked at so far."
03000 print
03010 print"Look at the following statement,"
03020 print"and type 'T' if you think it's true,"
03030 print"or 'F' if you think it's false."

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03060 print
03070 print
03080 print"1) Capitalize the first word"
03090 print"of a group of words within"
03100 print "quotation marks."
03110 print
03120 print
03125 rem Question 219
03130 input c1$
03140 IF C1$="t" then 03180
03150 IF c1$="T" then 03180
03160 IF c1$="f" then 03210
03170 IF c1$="F" then 03210
03180 print"No, that's not right."
03190 let c1=0
03200 goto 03230
03210 print"Good."
03220 let c1=1
03230 print "We capitalize only if the quoted word"
03240 print"begins a sentence."
03250 print
03260 print"Look at the following set"
03270 print"of statements:  "
03280 print
03290 print"'The elevators,' he complained,"
03300 print"aren't working."
03302 gosub 80000
03310 print
03320 print "Here the first word"
03330 print"of the quoted sentence is capitalized."
03340 print
03350 print
03360 print "However, the continuation of that"
03370 print"sentence, although the beginning"
03380 print "of a group of words"
03390 print "in quotation marks,"
03400 print "does not have a capital."
03410 print
03420 print"This is because the words"
03430 print"'aren't working'"
03440 print"do not form a sentence,"
03450 print"and so no capital is needed."
03460 print
03470 print "Contrast this case with";
03472 print " the following:  "
03480 print
03490 print "She answered with a grin, 'Well,'"
03500 print"you'll just have to walk!"
03502 gosub 80000
03510 print
03520 print "Here, as you can see,"
03530 print"the 'Well' is the beginning"
03540 print"of a complete statement"
03550 print"and therefore takes a capital."
03552 print
03554 print

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```

03556 print
03560 print "Is this true(T) or false(F)?"
03570 print
03580 print "Capitalize the first word"
03590 print "in a group of words."
03600 print
03610 print
03615 rem Question 220
03620 input c2$
03630 if c2$="T" then 03690
03640 if c2$="t" then 03690
03650 if c2$="F" then 03720
03660 if c2$="f" then 03720
03670 print n9$
03680 goto 03560
03690 PRINT "No, that's not correct."
03700 let c2=0
03710 goto 03740
03720 print "Good."
03730 let c2=1
03740 print "Just remember the principle"
03750 print "that the capital is used"
03760 print "for complete statements only"
03770 print "and that a group of words"
03780 print "is not necessarily a sentence."
03782 gosub 80000
03790 print
03800 print
03810 print "Look at the difference"
03820 print "between the following: "
03830 print ""
03840 print "eggs, butter, and seasonings"
03850 print
03852 print "and"
03854 print
03856 print
03860 print "Eggs, butter, and seasonings are all"
03870 print "the ingredients you need"
03880 print "for a perfect omelette."
03890 print
03900 print
03910 print "The first list is just that--"
03920 print "simply a list--and it tells"
03930 print "you nothing about those items."
03940 print
03950 print "It is not a sentence "
03960 print "and needs no capital."
03970 print
03980 print "But the sentence"
03990 print "Eggs . . . omelette"
04000 print "is providing information"
04010 print "or making a complete statement"
04020 print "and so takes a capital."
04022 print
04024 print
04026 print

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04030 print "Is this third statement"
04040 print "true (T) or false (F)?"
04050 print
04060 print "Capitalize the first word"
04070 print "of a complete statement."
04080 print
04090 print
04095 rem Question 221
04100 input c$
04110 if c$="T" then 04200
04120 if c$="t" then 04200
04130 if c$="F" then 04170
04140 if c$="f" then 04170
04150 print n$
04160 goto 04030
04170 print "No, it's true."
04180 let c=0
04190 goto 04220
04200 print "Right."
04210 let c=1
04220 print "And just to 'capitalize'"
04230 print "on what we've learned so far,"
04240 print "let's remember that this"
04250 print "complete statement may be"
04260 print "any one of the following: "
04270 print
04280 print "an ordinary sentence,"
04290 print "a sentence in quotation marks,"
04300 print "a sentence in parenthesis,"
04310 print "or a sentence introduced by a colon."
04312 gosub 80000
04320 print
04330 print
04340 rem start of new concept--caps in names
04350 print
04360 print "You know from your everyday experience"
04370 print "that you always capitalize"
04380 print "your own name."
04390 print
04400 print "Not to do so"
04410 print "would cause confusion."
04420 print
04430 print "Compare, for example, the following: "
04440 print
04450 print "Bill Richman"
04460 print "bill rich man"
04470 print
04480 print "The second might be an order"
04490 print "to send the rich man"
04500 print "a bill for something."
04510 print
04520 print
04530 print "We call these names "
04540 print "of specific persons,"
04550 print "places,"
04560 print "and things"

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04570 print"'proper nouns',"
04580 print"and we always capitalize them"
04590 print"and the abbreviations"
04600 print"derived from them."
04610 print
04620 print
04630 print"Let's look at some examples:"
04640 print
04650 print
04660 print"People:      "
04670 print"-----"
04680 print
04690 print"Georges P. Vanier"
04710 print"Guy Lafleur"
04720 print"(nicknamed the Flower)."
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04740 print"Farah Fawcett Majors"
04760 print"(nicknamed . . . never mind)."
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04770 print
04780 print
04790 print"Place names:    "
04800 print"-----"
04810 print
04820 print"Manitoba"
04840 print"Quebec City,"
04860 print"the U.S.A."
04870 print
04880 print
04890 print"Races, Nationalities, Languages:  "
04900 print"-----"
04910 print
04920 print"Chinese cooking"
04940 print"Danish furniture"
04960 print"French-Canadians."
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04970 print
04980 print "Days of the week, months, holidays:      "
04990 print"-----"
05000 print
05010 print
05020 print "Friday"
05040 print"August"
05060 print"the Christmas vacation"
05062 gosub 80000
05070 print
05080 print"There are a number of other cases,"
05090 print"but we won't look at them all."
05100 print
05110 print
05120 print"Try a few examples yourself--"
05130 print"remember, the principle to follow"
05140 print"Is that if the word is the name of"
05150 print"a specific person,"
05160 print"places, or"
05170 print"thing,"
05180 print "It has to be capitalized."
05190 print
05200 print
```

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05210 print"Look at the following list: "
05220 print"1) chevrolet impala"
05230 print"2) lower canada"
05240 print"3) legislation"
05250 print"4) lachute"
05260 print"5) college"
05270 print"6) boeing 707"
05280 print"7) export a"
05290 print
05300 print
05310 print"Does #1 need a capital?"
05320 let n1$="Just type 'yes' or 'no'."
05330 print n1$
05340 print
05350 print
05355 rem Question 222
05360 input x1$
05370 if x1$="yes" then 05430
05380 if x1$="YES" then 05430
05385 if x1$="Yes" then 05430
05390 if x1$="NO" then 05460
05395 if x1$="No" then 05460
05400 if x1$="no" then 05460
05410 PRINTN9$
05420 GOTO 05310
05430 PRINT"Good."
05440 let x1=1
05450 goto 05480
05460 print"Sorry, you're wrong."
05470 let d1=0
05480 print"This is the recognized trade name"
05490 print"of a specific car;"
05500 print"it should be written as"
05510 print"'Chevrolet Impala'."
05520 print"Which of the following two words"
05530 print"should be capitalized?"
05540 print
05550 print "'yuban' or 'instant'?"
05560 print
05565 rem Question 223
05570 input d2$
05580 if d2$="yuban" then 05620
05582 if d2$="YUBAN" then 05620
05584 if d2$="Yuban" then 05620
05590 if d2$="instant" then 05670
05592 if d2$="Instant" then 05670
05594 if d2$="INSTANT" then 05670
05600 print "Your answer wasn't expected. Try again."
05610 goto 05520
05620 print"Right, 'Yuban' is"
05630 print "a trade name of a specific brand."
05640 print"Therefore, it needs a capital."
05650 goto 05690
05660 let d2=1
05670 print "No."
05680 let d2=0

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05690 print"'Instant' simply describes"
05700 print"the general form the "
05710 print"coffee comes in;"
05720 print "it needs no capital."
05730 let d2=1
05740 print"But if 'Instant' had been part of the "
05750 print"whole name of a specific brand,"
05760 print"it would have been capitalized: "
05770 print"Maxwell House Instant Coffee."
05780 print
05790 print"Does #2--'lower canada' need a capital?"
05800 print n1$
05810 print
05820 print
05825 rem Question 224
05830 input x2$
05840 if x2$="YES" then 05900
05845 if x2$="Yes" then 05900
05850 if x2$="yes" then 05900
05860 if x2$="NO" then 05930
05865 if x2$="No" then 05930
05870 if x2$="no" then 05930
05880 print n9$
05890 goto 05790
05900 print"Good, it certainly does."
05910 let x2=1
05920 goto 05950
05930 print"Sorry, it does need a capital."
05940 let x2=0
05950 print"This term identifies a specific place"
05960 print "in Canadian history."
05970 print
05980 print "If, for argument's sake,"
05990 print"it would be possible to say"
06000 print"'the lower part of Canada'"
06010 print "(as you might looking at a map),"
06020 print"would 'lower' be capitalized?"
06030 print"Type 'yes' or 'no!'"
06040 print
06050 print
06055 rem Question 225
06060 input d3$
06070 if d3$="yes" then 06130
06075 if d3$="Yes" then 06130
06080 if d3$="YES" then 06130
06090 if d3$="no" then 06190
06095 if d3$="No" then 06190
06100 if d3$="NO" then 06190
06110 print n9$
06120 goto 05980
06130 print"Sorry, no capital is needed."
06140 let d3=0
06150 print "'Lower' here, doesn't describe"
06160 print"a particular place, but points"
06170 print"to a general area."
06180 goto 06220

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06190 print "Good, no capital is required."
06200 let d3=1
06210 goto 06150
06220 print
06230 print "Does #3--'legislation'--need a capital?"
06240 print n1$
06250 print
06255 rem Question 226
06260 input x3$
06270 if x3$="yes" then 06330
06275 if x3$="Yes" then 06330
06280 if x3$="YES" THEN 06330
06290 if x3$="No" THEN 06360
06295 if x3$="No" then 06360
06300 if x3$="no" then 06360
06310 print n9$
06320 goto 06230
06330 print "Sorry, you're wrong."
06340 let x3=0
06350 goto 06380
06360 print "Good."
06370 let x3=1
06380 print "Unless we are indicating"
06390 print "some particular and specific"
06400 print "piece of legislation"
06410 print "(like Bill 22 or the BNA Act),"
06420 print "we wouldn't capitalize the words."
06422 gosub 80000
06430 print
06440 print "Another way of looking at it "
06450 print "is to think of 'legislation'"
06460 print "as the general or common term,"
06470 print "and specific laws as proper names"
06480 print "that must be written in capitals."
06490 print
06500 print "For instance, which of the following"
06510 print "would require capitals?"
06520 print
06530 print "1) the law against fraud"
06540 print "2) the fraudulent practices act of 1978"
06550 print "(Just type the number.)"
06560 print
06565 rem Question 227
06570 input d4$
06580 if d4$="1" then 06620
06590 if d4$="2" then 06670
06600 print n9$
06610 goto 06530
06620 print "No, it isn't the name of a specific law"
06630 print "like the other example."
06640 let d4=0
06650 print "It's only a general reference to law--";
06652 print "not a specific one."
06660 goto 6720
06670 print "Right, this is the name of a specific law,"
06680 print "and needs capitals."

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06690 let d4=1
06700 print "The other example only";
06702 print " refers generally to law."
06710 print
06720 print "Does #4--'lachute'--need a capital?"
06730 print
06740 print
06745 rem question 228
06750 input x4$
06760 if x4$="YES" then 06830
06770 if x4$="yes" then 06830
06780 if x4$="NO" then 06800
06785 if x4$="No" then 06800
06790 if x4$="no" then 06800
06800 print"Wrong."
06810 let x4=0
06820 goto 06850
06830 print"Right."
06840 let x4=1
06850 print "As the name of a particular city,"
06860 print"it has to be capitalized."
06870 print
06880 print "Remember, if a word names"
06890 print "a specific place, it needs"
06900 print"a capital letter."
06910 print
06920 print"Try this--which of the following"
06930 print "requires capitals?"
06940 print
06950 print"1)I hear that little rock,arkansas"
06960 print"Is beautiful in the fall."
06970 print"2)My, what a little rock has"
06980 print"Just smashed through my window."
06990 print
07000 print""
07010 input d5$
07020 if d5$="1" then 07060
07030 if d5$="2" then 07100
07040 print n9$
07050 goto 06950
07060 print"Right, it's the name of"
07070 print"a specific place ."
07080 let d5=1
07090 goto 07160
07100 print"No, it isn't the name of a specific"
07110 print"place the way the first example is."
07120 print
07130 print"Save the capitals for the names of places,"
07140 print "and don't use them for just any noun."
07150 let d5=0
07160 print
07170 print
07180 print"Does #1--'college'--need a capital?"
07190 print n1$
07200 print
07210 print

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07215 rem question 229
07220 input x5$
07230 if x5$="YES" then 07290
07235 if x5$="Yes" then 07290
07240 if x5$="yes" then 07290
07250 if x5$="NO" then 07320
07255 if x5$="No" then 07320
07260 if x5$="no" then 07320
07270 print n9$
07280 goto 07180
07290 print "Sorry, that's wrong."
07300 let x5=0
07310 goto 07340
07320 print "Right."
07330 let x5=1
07340 print "You may attend a college,"
07350 print "but unless you indicate which college"
07360 print "you mean, you would use the "
07370 print "lower case letters."
07380 print
07390 print "A particular school--"
07400 print "Vanier College,"
07410 print "Trinity College--"
07420 print "would always be capitalized."
07430 print
07440 print "Which of the following two examples"
07450 print "require capitals?"
07460 print
07470 print "1) All of life was his university."
07480 print "2) He enrolled at Concordia university."
07490 print
07500 print
07505 rem question 230
07510 input d5$
07520 if d5$="1" then 07630
07530 if d5$="2" then 07630
07540 print n9$
07550 goto 07470
07560 print "Wrong--he goes to"
07570 print "no specific university;"
07580 print "therefore, no capitals are needed."
07590 print "(Compare the other example"
07600 print "where a specific school is named.)"
07602 rem for technical reasons the following variable is 'd1'
07610 let d1=0
07620 goto 07710
07630 print "Right, 'university' is part of the name"
07640 print "of a specific school."
07650 print
07660 print "Therefore, capitals are required."
07670 let d1=1
07680 print "In the other example,"
07690 print "he goes to no specific school,"
07700 print "and so no capitals are required."
07710 print
07720 print

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07730 print "Does #6--'boeing 707'--need a capital?"
07740 print n1$
07750 print
07760 print
07765 rem question 231
07770 input x6$
07780 if x6$="yes" then 07870
07785 if x6$="Yes" then 07870
07790 if x6$="YES" then 07870
07800 if x6$="NO" then 07840
07805 if x6$="No" then 07840
07810 if x6$="no" then 07840
07820 print n9$
07830 goto 07730
07840 print "Sorry, not correct."
07850 let x6=0
07860 goto 07890
07870 print "Right."
07880 let x6=1
07890 print "Since this is the name of "
07900 print "a specific airplane,"
07910 print "it must be capitalized."
07920 print
07930 print "(Boeing is itself a proper name,"
07940 print "the name of the company's founder.)"
07950 print
07960 print "Try this one--which of the following"
07970 print "requires capitalization?"
07980 print
07990 print
08000 print "1) I took the rapido to Toronto."
08010 print "2) I took the five o'clock"
08020 print "train to Toronto."
08030 print
08035 rem question 232
08040 input d6$
08050 if d6$="1" then 08090
08060 if d6$="2" then 08140
08070 print n9$
08080 goto 08000
08090 print "Right--'Rapido' is the name"
08100 print "of a specific train."
08110 let d6=1
08120 print "It therefore needs capitalization."
08130 goto 08210
08140 print "No,"
08150 let d6=0
08160 print "although it is a specific train"
08170 print "(the one at five to Toronto),"
08180 print "it isn't a name."
08190 print
08200 print "No capitals are required at all."
08210 print
08220 print
08230 print "Does #7--'export a!--need a capital?"
08240 print n1$

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08250 print
08260 print
08265 rem question 233
08270 input x7$
08280 if x7$="NO" then 08370
08285 if x7$="No" then 08370
08290 if x7$="no" then 08370
08300 if x7$="YES" then 08340
08305 if x7$="Yes" then 08340
08310 if x7$="yes" then 08340
08320 print n9$
08330 goto 08230
08340 print "Right."
08350 let x7=1
08360 goto 08390
08370 print "Sorry, not correct."
08380 let x7=0
08390 print "This looks so strange"
08400 print "without capitals that"
08410 print "It may have fooled you."
08420 print
08430 print "We meant the brand "
08440 print "'Export A', so named"
08450 print "because the Canadian government"
08460 print "'exported' these cigarettes"
08470 print "to the troops during WW II."
08480 print ""
08490 print "Brand names identify "
08500 print "a particular product,"
08510 print "and so need capitals."
08520 print
08530 print "Which of the following requires capitals?"
08540 print
08550 print "1) Driving in my car,"
08560 print "I was almost blinded by the sunbeams."
08570 print
08580 print "2) I dropped the toaster on my eye,"
08590 print "and so was almost blinded by my sunbeam."
08600 print
08610 print
08615 rem question 234
08620 input d7$
08630 if d7$="1" then 08670
08640 if d7$="2" then 08790
08650 print n9$
08660 goto 08550
08670 print "No--the 'sunbeams' here aren't"
08680 print "the names of anything,"
08690 print "any more than the word 'door'"
08700 print "or any other ordinary noun is."
08710 print
08720 let d7=0
08730 print "In the other example, however,"
08740 print "'Sunbeam' needs a capital"
08750 print "because it is the brand name"
08760 print "of a particular toaster,"

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08770 print"sold by a particular company."
08780 goto 08870
08790 print"Right--'Sunbeam' is the name"
08800 print"of a brand of toaster, sold"
08810 print "by a particular company."
08820 print
08830 let d7=1
08840 print"The other example is just"
08850 print"a noun like any other,"
08860 print "and needs no capital."
08862 gosub 80000
08870 print
08880 rem intro of new concept--special cases of caps
08890 print"Now that you have the idea"
08900 print"about capitalizing sentences,"
08910 print "quotations, and proper names,"
08920 print"let's look at a series"
08930 print"of cases or situations"
08940 print"where you can use your discretion"
08950 print "in capitalizing,"
08960 print"all depending on the context."
08970 print
08980 print
08990 print"Seasons of the Year:"
09000 print"-----"
09010 print
09020 print "These are generally not"
09030 print "capitalized unless they are"
09040 print"a part of a special"
09050 print"title or other proper name."
09060 print
09070 print"For example:  "
09080 print
09090 print"Every fourth winter,"
09100 print "the Winter Olympics are staged."
09102 gosub 80000
09110 print
09120 print
09130 print"Points of the Compass:  "
09140 print"-----"
09150 print
09160 print"Generally, the points of the compass"
09170 print"are not capitalized"
09180 print"when they simply indicate direction,"
09190 print
09200 print"Thus:  "
09210 print"Drive north for two miles"
09220 print"past the border, and you'll"
09230 print"come right to North Pole, New York."
09240 print
09250 print "(The second 'North' is part of"
09260 print"the name of a town in New York State.)"
09262 gosub 80000
09270 print
09280 print
09290 print

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09300 print"Streets, Parks, Etc.:  "
09310 print" "
09320 print"These are capitalized only if"
09330 print"they refer to a specific"
09340 print"geographic location."
09350 print
09360 print "As part of a proper name, however,"
09370 print"you must use capitals."
09380 print
09390 print"For example:  "
09400 print"She lived on the same street as her aunt."
09410 print"She lived on Sherbrooke Street."
09412 gosub 80000
09420 print
09430 print
09440 print"Professions, Rank, Office:  "
09450 print"-----"
09460 print
09470 print "You don't capitalize words"
09480 print"that indicate a general profession,"
09490 print"rank, or office."
09492 gosub 80000
09500 print
09510 print "When did the professor"
09520 print"arrive for the exam?"
09530 print "She had the poise of a duchess."
09540 print
09550 print
09560 print"But if you are naming a specific person "
09570 print"and giving him a rank or title,"
09580 print"use capitals for the title."
09590 print"as well as for the name."
09600 print
09610 print"How does one pronounce this word,"
09620 print "Professor Higgins?"
09630 print "They were waiting to see the Duchess of York."
09632 gosub 80000
09640 print
09650 print
09660 print"Subjects of Study:  "
09670 print"-----"
09680 print
09690 print
09700 print"Subjects of study generally aren't "
09710 print"capitalized unless they are"
09720 print"the names of languages ,"
09730 print "religions,"
09740 print"or other disciplines given proper names."
09750 PRINT
09760 print"Specific course titles are also"
09770 print"given capital letters."
09780 print
09790 print"For example:  "
09800 print
09810 print"typing"
09820 print"English"

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09830 print"statistics"
09840 print"Physics 1010"
09850 print"Buddhism"
09852 gosub 80000
09860 print
09870 print""
09880 let z1$="Every summer, captain Leblanc and"
09890 let z2$="the sergeant would go on a "
09900 let z3$="camping trip in Wood Buffalo Park."
09910 print
09920 print"Let's see if you can"
09930 print "apply these principles."
09940 print
09950 print
09960 print "Look at the following: "
09970 print
09980 print z1$
09990 print z2$
10000 print z3$
10010 print
10020 let z4$="Type '1' for right, '2' for wrong."
10030 print
10040 print"Is 'summer' used properly?"
10050 print z4$
10060 print
10070 print
10080 input e1$
10090 if e1$="1" then 10130
10100 if e1$="2" then 10180
10110 print n$
10120 goto 10040
10130 print"Right."
10140 let e1=1
10150 print"The season is used"
10160 print"in its general sense here."
10162 print
10170 goto 10250
10180 print "Sorry, you're wrong."
10190 let e1=0
10200 print "A capital would only be used"
10210 print "for the season if it were"
10220 print"part of a specific title"
10230 print "or proper name, as in the movie title"
10240 print "'Summer of '42'."
10242 print
10250 print"Is 'captain' correct in"
10252 print
10260 print z1$
10270 print
10280 print z4$
10290 print
10300 print
10305 rem question 235
10310 input e2$
10320 if e2$="1" then 10360
10330 if e2$="2" then 10460

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10340 print n9$
10350 goto 10250
10360 print "Sorry, you're wrong."
10370 let e2=0
10380 print "It's not correct"
10390 print "because 'captain' here "
10400 print "is part of a person's proper name."
10410 print
10420 print "But note that a capital"
10430 print "would be wrong in"
10440 print "'The captain was late again.'"
10450 goto 10510
10460 Print "Good."
10470 let e2=1
10480 print "The military rank. Here"
10490 print "is part of his proper name."
10500 goto 10420
10510 print
10520 print "What about 'sergeant' in"
10522 print z2$?"
10530 print z4$
10540 print
10550 print
10555 rem question 236
10560 input e3$
10570 if e3$="1" then 10610
10580 if e3$="2" then 10710
10590 print n9$
10600 goto 10520
10610 print "Good."
10620 let e3=1
10630 print "We don't know who"
10640 print "this person is specifically: "
10650 print "he is just a man"
10660 print "with the rank of sergeant"
10670 print "and hasn't been identified"
10680 print "as an individual, as was the case with"
10690 print "Captain Leblanc."
10700 goto 10740
10710 print "Sorry, you're wrong."
10720 let e3=0
10730 goto 10630
10740 print
10750 print "What about 'part' in"
10752 print
10760 print z3$
10762 print
10770 print z4$
10780 print
10790 print
10795 rem question 237
10800 input e4$
10810 if e4$="2" then 10850
10820 if e4$="1" then 10950
10830 print n9$
10840 goto 10750

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10850 print "No, it isn't right."
10860 let e4=0
10870 print "The word 'Park' here is"
10880 print "part of the complete title"
10890 print "of a specific place."
10900 print
10910 print "(The full name of this place is"
10920 print "Wood Buffalo National Park.)"
10930 print
10940 goto 10990
10950 print "Good."
10960 print ""
10970 let e4=1
10980 goto 10870
10990 print
11000 print
11010 print
11020 print "Let's try another sentence."
11030 print
11040 print
11050 let z1$="I wanted to visit my Brother,"
11060 let z2$="but grandpa refused to leave the east"
11070 let z3$="and face a winter on the Prairies."
11080 print z1$
11090 print z2$
11100 print z3$
11110 let z4$="Type '1' for right, '2' for wrong."
11120 print
11130 print "Is 'Brother' right or wrong?"
11140 print z4$
11150 print
11160 print
11165 rem question 238
11170 input f1$
11180 if f1$="1" then 11220
11190 if f1$="2" then 11330
11200 print n9$
11210 goto 11130
11220 print "No, you're wrong."
11230 let f1=0
11240 print "You're not naming a specific brother here,"
11250 print "like Brother Andre or"
11260 print "Brother Bonaventure."
11270 print
11280 print "Neither are you letting"
11290 print "the word represent what you call him,"
11300 print "which would normally be something"
11310 print "like 'Jim' or 'George' or whatever."
11312 print
11314 print
11320 goto 11370
11330 print "Good."
11340 let f1=1
11350 print "This is not a proper name."
11360 goto 11240
11370 print "What about 'grandpa' in"

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11372 print
11380 print z2$
11382 print
11390 print z4$
11400 print
11410 print
11415 rem question 239
11420 input f2$
11430 if f2$="1" then 11550
11440 if f2$="2" then 11470
11450 print n9$
11460 goto 11370
11470 print "Good."
11480 let f2=1
11490 print "'Grandpa' here is the name "
11500 print "of a specific person--his family name,"
11510 print "as it were."
11520 print
11530 print
11540 goto 11650
11550 print "No, you're wrong."
11560 print "This word represents"
11570 let f2=0
11580 print "what you call a specific person."
11590 print
11600 print "It is the form of address"
11610 print "you ordinarily use"
11620 print "in speaking to him."
11630 print "(The same holds true for"
11640 print "'Mom', 'Dad', 'Grandma', etcetera.)"
11650 print
11660 print "Is 'east' correct in"
11662 print
11670 print z2$
11672 print
11680 print z4$
11690 print
11700 print
11705 rem question 240
11710 input f3$
11720 if f3$="1" then 11760
11730 if f3$="2" then 11850
11740 print n9$
11750 goto 11660
11760 print "No."
11770 let f3=0
11780 print "'East' in this sentence"
11790 print "refers to a specific geographical area."
11800 print
11810 print "Therefore, you have to use"
11820 print "a capital--it is the name"
11830 print "of a place, as it were."
11832 print
11834 print
11840 goto 11690
11850 print "Right."

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11860 let f3=1
11870 print""
11880 goto 11780
11890 print"Is 'Prairies' right or wrong in"
11892 print
11900 print z3$
11902 print
11910 print z4$
11920 print
11930 print
11935 rem question 241
11940 input f4$
11950 if f4$="1" then 11990
11960 if f4$="2" then 12090
11970 print n9$
11980 goto 11890
11990 print"Exactly."
12000 let f4=1
12010 print"The 'Prairies' is a term"
12020 print"that designates a section of Canada."
12030 print
12040 print "(Compare the same kind of usage in"
12050 print"the 'Maritimes' or the 'West Coast'; "
12060 print "they are all capitalized.)"
12070 print
12072 print
12074 print
12080 goto 12120
12090 print "No, you're not right."
12100 let f4=0
12110 goto 12010
12120 print
12130 print
12140 rem new concept-publication and caps
12150 print "Let's look at the use"
12160 print "of capitals in literature"
12170 print "and in publications."
12180 print
12190 print
12200 print"Titles of books, articles,"
12210 print "chapter headings,"
12220 print"newspapers, etc. are"
12230 print"usually capitalized."
12240 print
12250 Print "For example: "
12260 print""
12270 print"Are You Your Own Best Friend?"
12280 print "(magazine article);"
12290 print
12300 print"The New York Times"
12310 print"(newspaper);"
12320 print
12330 print"Secrets of the Happy Hooker"
12340 print"(book--notice that words of"
12350 print "secondary importance"
12360 print "aren't capitalized): "

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12370 print
12380 print "Improving Diction"
12390 print "(chapter heading),"
12392 gosub 80000
12400 print
12410 print
12420 print "In most poetry,"
12430 print "especially traditional forms"
12440 print "of written poetry,"
12450 print "the FIRST word in each line"
12460 print "is capitalized:  "
12470 print
12480 print
12490 print "Hearts with one purpose alone"
12500 print "Through summer and winter seem"
12510 print "Enchanted to a stone"
12520 print "To trouble the living stream."
12530 print
12540 print
12550 print "          W.B. Yeats, 'Easter, 1916',"
12560 print
12570 print
12580 print "However, modern poetry often"
12590 print "deliberately leaves off capitals--"
12600 print "here's some poetry by e.e. cummings"
12610 print "(who doesn't even capitalize his own name),"
12620 print
12630 print
12640 print "Buffalo Bill's"
12650 print "defunct"
12660 print "          who used to"
12670 print "          ride a water smooth-silver"
12680 print "          stallion"
12690 print "and break onetwothree";
12700 print "fourfive pigeons just like that"
12710 print "          Jesus"
12720 print "he was a handsome man"
12730 print "          and what I want to know is"
12740 print "how do you like your blueeyed boy"
12750 print "Mister Death."
12760 print
12762 gosub 80000
20000 rem This should follow capil.
20010 print
20020 rem start of concept 1a == sentence fragments
20040 print "You should also be aware of a different"
20050 print "kind of mistake people make"
20060 print "with capitals:  "
20070 print "the sentence fragment."
20080 print
20090 print
20100 print "A fragment is a word or group of words"
20110 print "that is not a complete sentence"
20120 print "but is written as though it were."
20130 print
20140 print "And because the writer thinks"

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20150 print"that he has written a complete sentence,"
20160 print"he begins it with a capital,"
20162 gosub 80000
20170 print
20180 print
20190 print"For instance:  "
20200 print
20210 print"There are many ways to travel"
20220 print"from Montreal to New York."
20230 print"Such as plane,train, car, or bus."
20240 print
20250 print
20260 print"The second part of this--"
20270 print"'Such as train, etcetera'--"
20280 print"is not a sentence despite the capital."
20290 print
20300 print
20310 print"If you read it out of context,"
20320 print "this becomes clear:  "
20330 print
20340 print "'Such as train, plane, car, or bus.'"
20350 print
20360 print
20370 print"If you happened to come across this"
20380 print"without having seen the first part,"
20390 print"you wouldn't know what"
20400 print "the writer was trying to say."
20402 gosub 80000
20410 print
20420 print"Most fragments happen when"
20430 print"something occurs to a writer"
20440 print"after he has finished his sentence."
20450 print"Instead of rewriting, he simply"
20460 print"sticks it on as a new sentence."
20470 print
20480 print
20490 print"Look at this example:  "
20500 print
20510 print"There are a lot of reasons"
20520 print"why I'm against capital punishment."
20530 print"Although I'm always ready to look"
20540 print"at new evidence."
20542 gosub 80000
20550 print
20560 print"The second part of this isn't"
20570 print"a complete sentence--it is a"
20580 print"dependent clause that needs to "
20590 print"be connected to a main clause."
20600 print
20610 print"In this case, the writer should"
20620 print"go back and put the two groups"
20630 print"of words together:  "
20640 print
20650 print"There are a lot of reasons why"
20660 print"I'm against capital punishment,"
20670 print "although I'm always ready to"

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20672 print"look at new evidence."
20674 gosub 80000
20680 print
20690 print
20700 print"Look at the following:  "
20710 print
20720 print "I can't give you directions"
20730 print"to the school. Being new"
20740 print"here myself."
20750 print
20760 print
20770 print"Is the second part of this a fragment?"
20780 print "(Try reading it out of context.)"
20790 print"Type '1' for yes, '2' for no."
20800 print
20810 print
20815 rem question 242
20820 input m1$
20830 if m1$="1" then 20900
20840 if m1$="2" then 21100
20850 print n9$
20860 goto 20790
20900 print"Right."
20910 let m1=1
20920 print"'Being new here myself'"
20930 print"lacks a finite verb"
20940 print "('being' is only a participle),"
20950 print"and so the sentence doesn't"
20960 print"show a complete action."
20962 gosub 80000
20970 print
20980 print"It can be corrected by making"
20990 print"one longer sentence"
21000 print"(I can't give you directions"
21010 print"to the school,being new here myself.)"
21020 print"or"
21030 print"changing 'being' to a finite verb"
21040 print"(I can't give you directions to the school."
21050 print"I am new here myself.)."
21055 goto 21300
21060 print
21070 print
21100 print"Sorry, it is a fragment."
21110 let m1=0
21120 goto 20920
21300 print
21310 print
22000 print"Try this one:  "
22010 print
22020 print
22030 print"I do not support Jones for mayor."
22040 print"Quite the contrary."
22050 print
22060 print"Is the second part of this a fragment?"
22070 print "Just type '1' for yes, '2' for no."
22080 print

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22090 print
22095 rem question 243
22100 input m2$
22110 if m2$="1" then 22200
22120 if m2$="2" then 22700
22130 print "n9$
22140 goto 22070
22200 print "Right."
22210 print
22220 let m2=1
22230 print "But would you count it wrong."
22240 print "the same way as you would in"
22250 print "the first two examples?"
22260 print
22270 print "Type '1' for yes, '2' for no."
22275 rem question 246
22280 print
22290 print
22295 rem question 244
22300 input m3$
22310 if m3$="1" then 22360
22320 if m3$="2" then 22600
22330 print n9$
22340 goto 22270
22360 print "Sorry, it's not quite the same."
22370 print
22380 let m3=0
22390 print "Although it is a fragment,"
22400 print "it is an intentional one."
22410 print "That is, the writer deliberately"
22420 print "put it in for emphasis."
* 22430 print
22440 print "While it may be considered"
22450 print "technically wrong,"
22460 print "it is stylistically acceptable."
22470 print
22480 print "What you must do"
22490 print "is distinguish between a fragment"
22500 print "that results from carelessness"
22510 print "and one that results from"
22512 print "a stylistic choice."
22514 gosub 80000
22520 print
22530 print "The latter--used sparingly--"
22540 print "can be very effective as a way"
22550 print "of making your writing lively."
22560 goto 22900
22600 print "Good."
22610 let m3=1
22620 goto 22390
22700 print "Sorry, it is a fragment."
22710 let m1=0
22720 goto 22230
22900 print
23000 print
23010 print

```

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23020 print"Here's one more: "
23030 print
23040 print
23050 print"When they left, they asked us"
23055 print"to do three things."
23060 print"To check the doors, water the plants,"
23070 print "and collect the mail."
23080 print
23090 print
23100 print"Is the second part of this a fragment?"
23110 print"Just type '1' for yes, '2' for no."
23120 print
23130 print
23135 rem question 245
23140 input m4$
23150 if m4$="1" then 23200
23160 if m4$="2" then 23800
23170 print n9$
23180 goto 23110
23200 print"Correct."
23210 let m4=1
23220 print""
23230 print"Would you accept it as correct"
23235 print"on stylistic grounds?"
23240 print
23250 print"Type '1' for yes, '2' for no."
23260 print
23270 print
23280 input m5$
23290 if m5$="1" then 23500
23300 if m5$="2" then 23350
23310 print n9$
23320 goto 23250
23350 print"Right."
23360 let m5=1
23370 print"Although one might make a case"
23380 print"that this fragment is deliberate,"
23390 print"it looks far too much like an"
23400 print"afterthought that's just stuck on."
23410 print
23420 print"If it were deliberate,"
23430 print"it's not very good style"
23440 print"because the subject matter doesn't"
23450 print"seem exciting enough to give"
23455 print"such special emphasis. "
23460 print
23470 print
23480 goto 23900
23500 print"Sorry, it's really not acceptable."
23510 let m5=0
23520 print
23530 goto 23370
23800 print"No, you're wrong."
23810 print"It is a fragment."
23820 let m4=0
23830 goto 23230

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23900 print
23910 print
23920 let p5=m1+m2+m3+m4+m5
23942 print
23944 print
23950 goto 90000
80000 print
80010 print
80020 print "To continue, type '1' and the 'Return' key."
80030 print
80040 print
80050 input p9$
80060 if p9$="1" go to 80070
80070 print
80080 print
80090 return
90000 print "pattern of answers"
90002 rem The Pattern of Answers provides a record of the
90003 rem answers for each question, organized by concept.
90004 rem student's result for each question, organized by concept.
90010 print
90020 rem the D&P and ct are on XCAPI2 because ascii uses more space.
90022 rem than basic), the program had had to be split into 2 parts.
90024 rem The D&P and the criterion test are on XCAPI2.
90030 rem c1 is caps at the beginning (group of words, quotes, after colon, continuation)
90040 rem c2 is caps for the names of things (brand names, ordinary nouns, etc)
90050 rem c3 is caps for places (streets, park, compass points, etc)
90060 rem c4 is caps for names and titles of people (captain, brother, grandpa, etc)
90070 print "C1" b1;b2;b3;c1;c2;c3
90075 print "c1a" m1;m2;m3;m4;m5
90080 print "C2" x1;d2;x3;d4;x5;d1;x6;d6;x7;d7
90090 print "C3" x2;d3;x4;e4;f3;f4
90100 print "C4" a;e2;e3;f1;f2
90110 print
90112 rem Because XCAPI is written in ASCII, it requires 2 files.
90120 print "ATTENTION MONITORS"
90130 print "FOR D&P--ENTER THE FOLLOWING"
90140 print
90150 let p1=b1+b2+b3+c1+c2+c3
90160 print "AT CONCEPT 1" p1
90170 print
90175 print "AT CONCEPT 1A",p5
90177 print
90180 let p2=x1+d2+x3+d4+x5+d5+x6+d6+x7+d7
90190 print "AT CONCEPT 2",p2
90200 print
90210 let p3=x2+d3+x4+e4+f3+f4
90220 print "AT CONCEPT 3",p3
90230 print
90240 let p4=a+e2+e3+f1+f2
90250 print "AT CONCEPT 4",p4
90320 print n8$

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29000 print
29100 rem this program completes xcapi
30000 print"MONITORS OR STUDENTS!"
30002 PRINT"Enter data from XCAPI"
30010 print
30020 print
30030 print "Enter score at concept 1"
30040 print
30050 input i1
30060 print "Enter score at concept 1a"
30070 input i2
30080 print
30090 print "Enter score at concept 2"
30100 print
30110 input i3
30120 print
30130 print "Enter score at concept 3"
30140 print
30150 print
30160 input i4
30170 print
30180 print "Enter score at concept 4"
30190 print
30200 input i5
30202 print "Please enter your name and ID number."
30204 print
30206 print
30208 input n8$
30210 print
30212 print
30214 rem The monitors enter the scores from xcapi.
30215 rem There is a decision frame for each concept--the
30216 rem entered scores from xcapi are used to determine
30217 rem the student's path through xcapi2.
30500 rem D&P1--begins 40000--Q's 247,248,249
30502 rem D&P2--begins 45000--Q's 250,251,252
30504 rem D&P3--begins 50000--Q's 253,254,255
30506 rem D&P4--begins 55000--Q's 256,257,258
30508 rem D&P5 (1a)--begins 60000--Q's 259,260,261,263
40000 rem decision frame for concept 1
40002 rem If a student misses one or more question per concept,
40004 rem he is automatically sent through the d&p for that concept.
40010 if i1=6 then 45000
40020 print"Let's try a few practice questions"
40030 print"on the idea of using capitals"
40040 print"at the beginning of complete statements."
40050 print
40060 print
40070 print"Here's the first one:  "
40080 print
40090 print""I wanted to buy that car',"
40100 print"she told us, 'but I just couldn't"
40110 print"afford it until recently.'"
40120 print
40130 print"Are there any words in this sentence"
40140 print"that need capitals but don't have them?"

```

40142 print "Type '1' for yes, '2' for no."

40150 print

40152 print

40160 print

40165 rem question 247

40170 input g1\$

40180 if g1\$="1" then 40300

40190 if g1\$="2" then 40500

40200 print n9\$

40210 goto 40142

40300 print "Which word?"

40310 print

40320 input g2\$

40330 if g2\$="but" then 40400

40340 print "No, there are no other words"

40350 print "that need capitals."

40360 print

40370 print "'But' may have presented a problem"

40380 print "because it is the start of a group of"

40390 print "words, but these words"

40392 goto 40420

40400 print "No, although it is the start of a group"

40410 print "of words, these words "

40420 print "don't form a complete sentence."

40422 let q1=0

40430 print

40440 print "(read them out of context: "

40450 print

40460 print "'but I just couldn't afford it"

40470 print "until recently.'" "

40480 print

40490 print "You can see it isn't a complete thought.)"

40492 print

40494 print "Use a capital only when you have"

40496 print "a group of words that is"

40497 print "a complete statement."

40498 goto 40600

40500 print "Good."

40502 let q1=1

40510 print "'but' may have presented a problem"

40520 print "because it is the start of a group"

40530 print "of words. But these words"

40540 print "don't form a complete sentence."

40550 goto 40494

40600 print g1

41000 print "Here's another: "

41010 print

41020 print "There are many rules"

41030 print "to be followed. Such as"

41040 print "where to walk, where to sit, and"

41050 print "where to stand."

41060 print

41070 print "Are there any mistakes"

41072 print "in capitalization here?"

41080 print "Type '1' for yes, '2' for no."

41090 print

```

41100 print
41105 rem question 248
41110 input q2$
41120 if q2$="1" then 41200
41130 if q2$="2" then 41510
41140 print n9$
41150 goto 41080
41200 print "In which word?"
41210 print
41220 print
41225 rem question 249
41230 input g3$
41240 if g3$="Such" then 41300
41250 if g3$="SUCH" then 41300
41260 if g3$="such" then 41300
41270 print "No the problem is with the word 'such'."
41272 let g2=0
41280 print
41290 goto 41320
41300 print "Good."
41310 let g2=1
41320 print "'Such' should not have a"
41330 print "a capital because it is not"
41340 print "the start of a group of words"
41350 print "that forms a complete thought."
41360 print
41370 print "If you read it out of context,"
41380 print "this will become clear:  "
41390 print
41400 print "'Such as where to walk, where to sit,"
41410 print "and where to stand'."
41420 print ""
41430 print "The reader is left wondering"
41440 print "what is the subject of all this,"
41450 print "to what should it be connected?"
41460 print "We call this kind of mistake"
41470 print "a 'sentence fragment'"
41480 print "because we see only a part"
41490 print "--a fragment--of a whole thought."
41500 goto 41600
41510 print "Sorry, there is a mistake."
41520 let g2=0
41530 goto 41320
41600 print q2
42000 print "Let's try one more:  "
42010 print
42020 print ""
42030 print "We must choose one of the following:  "
42040 print "green, black, or blue."
42050 print
42060 print "Are there any mistakes"
42070 print "in capitalization here?"
42080 print "type '1' for yes, '2' for no."
42090 print
42100 print
42110 input g3$

```

42120 if g3\$="1" then 42200
42130 if g3\$="2" then 42500

42140 print n9\$
42150 goto 42080
42200 print "In which word?"
42210 print
42220 print
42230 input g4\$

42240 if g4\$="green" then 42300
42250 print "No, there are no mistakes at all."
42260 print
42270 let g3=0
42280 print "If any word looks as if it might"
42290 print "need a capital,"

42292 print "it might be 'green'."
42294 print
42296 print "But 'green'"
42298 goto 42320

42300 print "No, 'green' does not need a capital."
42310 let g3=0

42312 print "'Green'"
42320 print "does not start a group of words"
42330 print "that forms a complete statement."
42340 print

42350 print "It is a continuation"
42360 print "of another statement,"

42370 print "and therefore needs no capital."

42380 goto 42600

42500 print "Good."

42510 print "No capitals are needed here."

42520 let g3=1

42530 print goto 42280

42600 print g3

45000 if x1+d2+x3+d4+x5+d5+x6+d6+x7+d7=10 then 50000

45010 rem above line is decision frame for c2

45012 if l3=10 then 50000

45100 print "Let's do some practice questions"

45110 print "on the names of things."

45120 print

45130 print

45140 print "Here's your first:"

45150 print

45160 print "Canadian Artwork should be"

45170 print "in as many Canadian homes as possible."

45180 print

45190 print

45200 print "Are there any mistakes "

45210 print "in capitalization in this sentence?"

45220 let J9\$="Just type '1' for yes, '2' for no."

45230 print J9\$

45250 print

45255 rem question 250

45260 input h1\$

45270 if h1\$="1" then 45400

45280 if h1\$="2" then 45640

45290 print n9\$

```

45300 goto 45230
45400 print "In which word?"
45410 print
45420 input h2$
45430 if h2$="Artwork" then 46460
45432 if h2$="artwork" then 46460
45440 print "No, 'artwork' shouldn't be capitalized."
45450 let h1=0
45590 goto 46480.
45620 print
45640 print "Sorry, there is a mistake in 'artwork'."
45650 let h1=0
45660 goto 46480
45800 print h1
46460 print "Good."
46470 let h1=1
46480 print "It shouldn't be capitalized"
46490 print "because it is not the name"
46500 print "of anything specific."
46510 print
46520 print "Rather, it refers to a whole"
46530 print "class of things in general terms."
46540 print
46550 print "Use capitals only when"
46560 print "you are referring to something specific--"
46570 print "for instance, Emily Carr's"
46580 print "'Trees in Shadows'"
46590 print "or"
46600 print "'Small Lake'."
46610 print
46620 print "These are the names of specific works"
46630 print "of Canadian artwork and so need capitals."
46640 goto 46800
46800 print h1
47000 print "Let's do a second one"
47010 print
47020 print
47030 print "There was a sale on toothpaste,"
47040 print "so I bought some colgate."
47050 print
47060 print "Are there any mistakes"
47070 print "in capitalization here?"
47080 print j9$
47090 print
47100 print
47105 rem question 251
47110 input h2$
47120 if h2$="1" then 47200
47130 if h2$="2" then 47500
47140 print n9$
47150 goto 47080
47200 print "In which word?"
47210 print
47220 print
47225 rem question 252
47230 input h3$

```

```

47240 if h3$="colgate" then 47400
47250 if h3$="Colgate" then 47400
47260 print"No, 'colgate' is the word that's wrong."
47270 print
47280 let h2=0
47290 print"It should be capitalized because"
47300 print"It is the brand name of a specific product,"
47310 print"put out by a particular company."
47320 print
47330 print"It is not a general term like"
47340 print"'toothpaste' in the first part"
47350 print"of the sentence."
47360 print
47370 goto 47800
47400 print"Good."
47410 let h2=1
47420 goto 47290
47500 print"Sorry, 'colgate' "
47510 print"needs a capital because"
47520 let h2=0
47530 goto 47300
47800 print h2
48000 print
48010 print
48020 print"Here is a third:      "
48030 print
48040 print
48050 print"I enjoy movies,"
48060 print"but I like the Theatre even more."
48070 print
48080 print
48090 print"Are there many mistakes"
48100 print"in capitalization here?"
48110 print
48120 print j9$
48130 input h3$
48140 if h3$="1" then 48200
48150 if h3$="2" then 48600
48160 print n9$
48170 goto 48120
48200 print"In which word?"
48210 print
48220 input h4$
48230 if h4$="Theatre" then 48300
48240 if h4$="theatre" then 48300
48250 print"Sorry, there's a mistake in 'Theatre'."
48260 let h3=0
48270 goto 48350
48300 print"Right."
48310 let h3=1
48320 print""
48350 print"A capital in 'theatre' is wrong"
48360 print"because the word here refers to"
48370 print"theatre in general, not one"
48380 print"specific theatre like"
48390 print"The Palace Theatre"

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```

48400 print"or"
48410 print"The Royal Alexandria Theatre'."
48420 print
48430 goto 48900
48600 print"Sorry, there's a mistake"
48610 print"ln 'Theatre'."
48620 let h3=0
48630 goto 48350
48900 print h3
49000 print h1+h2+h3
49002 print"above is score"
50000 rem decsion frame for c3
50010 if x2+d3+x4+e4+f3+f4=6 then 55000
50012 if i4=6 then 55000
50020 print
50030 rem d&p3
50040 print"Let's do some practice questions"
50050 print"on capitals for the names of places."
50060 print
50070 print"Here's your first: "
50080 print
50090 print"I will drive east on Friday"
50100 print"and reach Montreal in a week."
50110 print
50120 print"Are there any mistakes"
50130 print"ln capitalization here?"
50140 let j9$="Type '1' for yes, '2' for no."
50150 print j9$
50160 print
50170 print
50175 rem question 253
50180 input i1$
50190 if i1$="1" then 50300
50200 if i1$="2" then 50600
50210 print n9$
50220 goto 50150
50300 print"In which word?"
50310 print
50320 input i2$
50330 if i2$="east" then 50400
50340 print"No, there are no mistakes"
50350 print"at all in the sentence."
50360 let i1=0
50370 print"'East' may have been a problem because"
50380 goto 50450
50400 print"No, there are no mistakes"
50410 print"at all in the sentence."
50420 let i1=0
50430 print"'East' may have been a problem because"
50450 print"it may seem to be the name of a place."
50460 print
50470 print"But, it isn't--it's a direction,"
50480 print"a general designation."
50490 print""
50500 print"Had the sentence said 'the East'--"
50510 print"that is, naming a very specific place?"

```



```

50520 print "It would have needed a capital."
50530 print
50540 goto 50800
50600 print "Good."
50610 let i1=1
50620 print "The sentence is correct as stands."
50630 goto 50430
50800 print i1
51000 print
51010 print "Here's a second one:  "
51020 print
51030 print
51040 print "As I turned down Park Avenue,"
51050 print "I could see the Street was empty."
51060 print
51070 print "Are there any mistakes"
51080 print "in capitalization here?"
51090 print j9$
51100 print
51110 print
51115 rem question 254
51120 input i2$
51130 if i2$="1" then 51170
51140 if i2$="2" then 51400
51150 print n9$
51160 goto 51090
51170 print "In which word?"
51180 print
51190 print
51195 rem question 255
51200 input i3$
51210 if i3$="Street" then 51270
51220 if i3$="street" then 51270
51230 print "No, 'Street' should not"
51240 print "have a capital."
51250 let i2=0
51260 goto 51300
51270 print "Good."
51280 let i2=1
51290 print
51300 print "'Street' would be capitalized"
51310 print "only when it is part of"
51320 print "a specific name--like"
51330 print "Main Street."
51340 print
51350 print "In this sentence, it is"
51360 print "used as an ordinary noun,"
51370 print "and needs no capital."
51380 print
51390 goto 51430
51400 print
51410 let i2=0
51420 goto 51230
51430 print i2
53000 print
53010 print "Here's a third one:  "

```

53020 print

53030 print

53040 print "The letter was sent to"

53050 print "Grand Central station,"

53060 print "New York, New York."

53070 print

53080 print

53090 print "Are there any mistakes"

53100 print "in capitalization here?"

53110 print j9\$

53120 print

53130 print

53140 input i3\$

53150 if i3\$="1" then 53190

53160 if i3\$="2" then 53410

53170 print n9\$

53180 goto 53110

53190 print "In which word?"

53200 print

53210 print

53220 input i4\$

53230 if i4\$="station" then 53290

53240 if i4\$="Station" then 53290

53250 print "No, 'station' should have a capital."

53260 print

53270 let i3=0

53280 goto 53310

53290 print "Good."

53300 let i3=1

53310 print "'Station' needs a capital"

53320 print "because it is part of"

53330 print "the name of a particular place."

53340 print "If the sentence had read"

53350 print "'I'm going to the station',"

53360 print "the word would not have been part"

53370 print "of a name and so would need"

53380 print "no capital."

53390 print

53400 goto 53440

53410 print "Sorry, you're wrong."

53420 let i3=0

53430 goto 53310

53440 print i3

53450 print i1+i2+i3

55000 rem decision frame for c4

55010 if a+e2+e3+f1+f2=5 then 60000

55012 if i5=5 then 60000

55030 print

55040 print "Let's try some practice!"

55050 print "questions on capitals"

55060 print "for the names of people."

55070 print

55080 print

55090 print "Here's the first one: "

55100 print

55110 print

```

55120 print"My Father. Is a tall man,"
55130 print"but not as tall as my Uncle Bill."
55140 print
55150 print"Are there are mistakes in"
55160 print"capitalization in this sentence?"
55170 let j9$="Just type '1' for yes, '2' for no."
55180 print j9$
55190 print
55195 rem question 256
55200 input k1$
55210 if k1$="1" then 55300
55220 if k1$="2" then 55600
55230 print n9$
55240 goto 55180
55300 print"In which word?"
55310 print
55320 print
55325 rem question 257
55330 input k2$
55340 if k2$="Father" then 55400
55350 if k2$="father" then 55400
55360 print"No, 'Father' should not"
55370 print"have a capital."
55380 print
55390 let k1=0
55395 goto 55420
55400 print"Right, 'Father' should not have a capital."
55410 let k1=1
55420 print"You aren't naming someone here;"
55430 print"you are only refering to someone's"
55440 print"relationship to you--"
55450 print"he is your father."
55460 print
55470 print"Save the capital for the times"
55480 print"when you are actually speaking"
55490 print"to him and calling him by what"
55500 print"you use for his name."
55510 print
55520 print"For example:  "
55530 print
55540 print"'Father, how tall are you?'"
55550 print
55560 goto 55800
55570 print
55600 print"Sorry, not correct."
55610 let k1=0
55620 print"'Father' should not"
55630 print"have a capital."
55640 goto 55420
55800 print k1
56000 print"Here's the second question:  "
56010 print
56020 print
56030 print"Although General Marshall was on time,"
56040 print"the Major who was helping him was late."
56050 print

```

```

56060 print
56070 print"Is there a mistake"
56080 print"In capitalization here?"
56090 print j9$
56100 print
56110 print
56115 input k2$
56120 if k2$="1" then 56200
56130 if k2$="2" then 56600
56140 print n9$
56150 goto 56090
56200 print"In which word?"
56210 print
56220 print
56225 rem question 258
56230 input k3$
56240 if k3$="Major" then 56300
56250 if k3$="major" then 56300
56260 print"Sorry, but 'Major' shouldn't"
56265 let k2=0
56270 print"have a capital."
56280 print
56290 goto 56330
56300 print"Right, 'Major' shouldn't have a capital."
56310 let k2=1
56320 print
56330 print"The word is not used as part of"
56340 print"someone's name--"
56350 print"as 'General' is part of 'General Marshall'--"
56360 print"and is not intended to identify him"
56370 print"as a specific human being."
56380 print
56390 print"Save the capital for the times"
56400 print"when someone's title is being used"
56410 print"as part of his name."
56420 print
56430 print"For example:  "
56440 print"Major Jones will see you now."
56450 print
56460 goto 56800
56600 print"Sorry, there is a mistake."
56610 print
56620 let k2=0
56630 print"'Major' should not have a capital."
56640 goto 56330
56800 print k2
57000 print
57010 print"Here's the last practice question:  "
57020 print
57030 print
57040 print"When my sister became a nun,"
57050 print"she took the name of 'Sister Madelaine."
57060 print
57070 print
57080 print"Is there a mistake"
57090 print"in capitalization here?"

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```

57100 print j9$
57110 print
57120 print
57130 input k3$
57140 if k3$="1" then 57200
57150 if k3$="2" then 57600
57160 print n9$
57170 goto 57100
57200 print "In which word?"
57210 print
57220 input k4$
57230 if k4$="sister" then 57300
57240 if k4$="Sister" then 57300
57250 print "No, there are no mistakes "
57260 print "at all in this sentence."
57270 let k3=0
57275 print "The most likely place to go wrong,"
57285 print "might have been with either of"
57295 print "the two uses of 'sister'."
57296 goto 57350
57300 print "No, both 'sister' and 'Sister'"
57310 print "are used properly."
57320 let k3=0
57330 print
57350 print "The two words show exactly"
57360 print "what is intended:"
57370 print
57380 print "The first use--'sister'--"
57390 print "isn't capitalized because it is intended"
57400 print "to show a relationship between"
57410 print "two people (a brother and his sister),"
57420 print "not someone's name."
57430 print
57440 print "The second use--'Sister'--"
57450 print "is also correct because it is"
57460 print "part of a person's name--their title"
57470 print "or religious name in this case."
57480 print
57490 goto 57800
57600 print "Right."
57610 let k3=1
57620 goto 57275
57800 print k3
57810 print k1+k2+k3
60000 rem decision fram for concept 1a (fragments)
60010 if m1+m2+m3+m4+m5=5 then 65000
60012 if j2=5 then 65000
60020 rem insert d&p 1a
60030 print
60040 print "Let's do a few practice questions"
60050 print "on sentence fragments."
60060 print
60070 print
60080 print "Here's the first: "
60090 print
60100 print

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60110 print "He was extremely proud"
60120 print "of his new watch, which"
60130 print "he wore all the time."
60140 print
60150 print
60160 print "Is the second part of this"
60170 print "a sentence fragment?"
60180 print "Type '1' for yes, '2' for no."
60190 print
60200 print
60205 rem question 259
60210 input s1$
60220 if s1$="1" then 60300
60230 if s1$="2" then 60800
60240 print n9$
60250 goto 60180
60300 print "Right."
60310 let s1=1
60320 print
60330 print "Would you accept it"
60340 print "as correct on stylistic grounds?"
60350 print "Type '1' for yes, '2' for no."
60360 print
60370 print
60375 rem question 260
60380 input s2$
60390 if s2$="1" then 60500
60395 if s2$="2" then 60600
60400 print n9$
60410 goto 60350
60500 print "No, it's a dependent clause"
60502 let s2=0
60510 print "that's been added as a kind of"
60520 print "afterthought; it needs to be"
60530 print "part of the first sentence."
60540 print
60550 goto 60900
60600 print "Good."
60610 let s2=1
60620 print "It's just a dependent clause"
60630 goto 60510
60800 print "Sorry, it is a fragment."
60810 let s1=0
60820 goto 60320
60900 print s1;s2
61000 print
61010 print "Here's another:"
61020 print
61030 print
61040 print "You can guess how I felt when the storm"
61050 print "went on for hours and hours."
61060 print "Terrible, just terrible."
61070 print
61080 print "The second part of this is"
61090 print "a sentence fragment."
61100 print

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61110 print "Would you accept it as".
61120 print "correct on stylistic grounds?"
61130 print "Type '1' for yes, '2' for no."
61140 print
61150 print
61155 rem question 261
61160 input s3$
61170 if s3$="1" then 61300
61180 if s3$="2" then 61700
61190 print n9$
61200 goto 61130
61300 print "Good."
61310 let s3=1
61320 print "There is clearly"
61330 print "a purpose--a desired effect--"
61340 print "in mind here."
61350 print
61360 print "We know the storm has gone on for hours."
61380 print "And we also know the writer's"
61390 print "feelings about it."
61400 print "(It certainly isn't the sort"
61410 print "of storm where you stay in"
61420 print "and feel happy at being cozy and snug.)"
61430 print
61440 goto 61900
61700 print "No, you're wrong here."
61710 let s3=0
61720 print
61730 goto 61320
61900 print s3
62000 print
62010 print
62020 print "Here's the last one: "
62030 print
62040 print
62050 print "I really can't answer your question"
62060 print "about breakfast cereals. Having eaten"
62065 print "them only once in a while."
62070 print
62080 print
62090 print "Is the sentence fragment here"
62100 print "acceptable on stylistic grounds?"
62110 print
62120 print "Type '1' for yes, '2' for no."
62130 print
62140 print
62145 rem question 262
62150 input s4$
62160 if s4$="1" then 62300
62170 if s4$="2" then 62700
62180 print n9$
62190 goto 62120
62300 print "No, it isn't."
62310 print
62320 let s4=0
62330 print "It simply is a participial phrase"

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62340 print"that describes the 'I'"
62350 print"of the first sentence."
62360 print
62370 print"It would be stretching things"
62380 print"to say that anything dramatic is going on"
62390 print"that would deserve special emphasis."
62400 print
62410 goto 62900
62700 print"Right, it isn't."
62710 let s4=1
62720 goto 62330
62900 print s4
65000 print
70000 print
70010 print
70020 rem criterion test for capl
70022 print"Here is a test to show you"
70024 print"how well you've understood"
70026 print"the material in this lesson."
70030 print
70040 print
70050 let z1$="in the montreal star, i read"
70060 let z2$="the alouettes will parade down"
70070 let z3$="berri street on friday afternoon"
70080 let z4$="to celebrate winning the grey cup."
70090 let z5$="the team arrives at dorval"
70100 let z6$="at midnight tonight on air canada"
70110 let z7$="flight 202, and mayor drapeau"
70120 let z8$="will be on hand to welcome the players."
70130 let z9$="since this is the first win by the east"
70140 let y1$="in many years, thousands of montrealers"
70150 let y2$="will want to congratulate the team."
70160 print
70170 print"Read the following brief paragraph."
70172 print
70174 print
70180 print z1$
70190 print z2$
70200 print z3$
70210 print z4$
70220 print z5$
70230 print z6$
70240 print z7$
70250 print z8$
70260 print z9$
70270 print y1$
70280 print y2$
70290 print
70292 gosub 80000
70300 print
70310 print
70320 print"Remember the original paragraph,"
70330 print"and type the words that need capitals."
70332 print "Pay special attention to the words"
70334 print"that begin sentences by thinking"
70336 print"of the the original context."

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70336 print
70340 print "If you aren't sure of an answer,"
70342 print "DON'T guess: "
70346 print "Your wrong answers will be"
70347 print "deducted from your right ones"
70348 print "when your score is calculated."
70350 print
70360 let y3$="Type the word(s) that needs a capital or 'no'."
70370 print
70380 print z1$
70390 print
70400 print y3$
70410 print
70420 print "Here--and all the way through--"
70422 print "type only ONE word at a time."
70430 print
70432 let w$="incorrect"
70435 let k$="correct"
70440 input t1$
70450 if t1$="in" then 70600
70460 if t1$="In" then 70600
70470 if t1$="montreal" then 70700
70480 if t1$="Montreal" then 70700
70500 if t1$="Star" then 70750
70510 if t1$="star" then 70750
70520 if t1$="I" then 70800
70530 if t1$="i" then 70800
70532 if t1$="no" then 71000
70533 print w$
70534 let w=w+1
70540 print
70550 let w$="incorrect"
70560 print
70570 let k$="correct"
70580 print
70582 print "Any others?"
70588 print "Type the word or 'no'."
70589 goto 70430
70590 print
70600 print k$
70610 let t1=1
70620 goto 70582
70650 print k$
70660 let t2=1
70670 goto 70582
70700 print k$
70710 let t2=1
70720 goto 70582
70750 print k$
70755 let t3=1
70760 goto 70582
70800 print k$
70810 let t4=1
70820 goto 70582
70850 print w$
70852 let t5=0

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```

71000 print t1;t2;t3;t4;w
71100 print
71110 print
71120 print z2$
71130 print
71140 print y3$
71150 print
71160 input ts
71170 if ts="alouettes".then 71300
71172 if ts="Alouettes" then 71300
71180 if ts="no" then 71800
71190 print "Incorrect"
71200 let w=w+1
71210 print "Any others--type the word or 'no'."
71220 print
71230 goto 71160
71300 print k$
71310 let t5=1
71320 goto 71210
71800 print t5;w
71810 print
71820 print
71830 print z3$
71840 print
71850 print y3$
71860 print
71870 print
71880 input ts
71890 if ts="berri" then 72000
71900 if ts="Berri" then 72000
71910 if ts="street" then 72050
71920 if ts="Street" then 72050
71930 if ts="friday" then 72100
71940 if ts="Friday" then 72100
71950 if ts="no" then 72300
71960 print w$,
71970 let w=w+1
71980 print "Any others--type the word-or 'no'."
71990 goto 71860
72000 print k$
72010 let t6=1
72020 goto 71980
72050 print k$
72060 let t7=1
72070 goto 71980
72100 print k$
72110 let t8=1
72120 goto 71980
72300 print t6;t7;t8;w
72310 print
72320 print
72330 print z4$
72340 print
72350 print y3$
72360 print
72370 input ts

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```

72380 if ts="Grey" then 72500
72390 if ts="grey" then 72500
72400 if ts="cup" then 72550
72410 if ts="Cup" then 72550
72420 if ts="no" then 72600
72430 print w$
72440 let w=w+1
72450 print "Any others? Type the word or 'no'."
72460 print
72470 goto 72360
72500 print k$
72510 let t9=1
72520 goto 72450
72550 print k$
72560 let u1=1
72570 goto 72450
72600 print t9;u1;w
72610 print
72620 print
72630 print z$
72640 print
72650 print y3$
72660 print
72670 print
72680 input ts
72690 if ts="the" then 72800
72700 if ts="The" then 72800
72710 if ts="Dorval" then 72850
72720 if ts="dorval" then 72850
72730 if ts="no" then 72900
72750 print w$
72760 let w=w+1
72770 print "Any others? Type the word or 'no'."
72780 print
72790 goto 72670
72800 print k$
72810 let u2=1
72820 goto 72770
72850 print k$
72860 let u3=1
72870 goto 72770
72900 print u2;u3;w
72910 print
72920 print
72930 print z$
72940 print
72950 print y3$
72960 print
72970 print
72980 print
72990 input ts
73000 if ts="air" then 73100
73010 if ts="Air" then 73100
73020 if ts="Canada" then 73150
73030 if ts="canada" then 73150
73040 if ts="no" then 73200

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```

73050 print w$
73060 let w=w+1
73070 print "Any others? Type the word or 'no'."
73080 print
73090 goto 72970
73100 print k$
73110 let u4=1
73120 goto 73070
73150 print k$
73160 let u5=1
73170 goto 73070
73200 print u3;u4;w
73210 print
73220 print
73230 print
73240 print z7$
73250 print
73260 print
73270 print y3$
73280 print
73290 print
73300 input t$
73310 if t$="flight" then 73400
73320 if t$="Flight" then 73400
73330 if t$="mayor" then 73450
73340 if t$="Mayor" then 73450
73350 if t$="drapeau" then 73500
73360 if t$="Drapeau" then 73500
73370 if t$="no" then 73550
73380 print w$
73390 let w=w+1
73392 print "Any others? Type the word or 'no'."
73394 print
73396 goto 73290
73400 print k$
73410 let u6=1
73420 goto 73392
73450 print k$
73460 let u7=1
73470 goto 73392
73500 print k$
73510 let u8=1
73520 goto 73392
73550 print u6;u7;u8;w
73560 print
73570 print
73580 print z8$
73590 print
73600 print y3$
73610 print
73620 input t$
73630 if t$="no" then 73800
73640 print w$
73650 print
73660 let w=w+1
73670 print "Any others? Type the word or 'no'."

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```

73680 goto 73610
73800 print w
73810 print
73820 print z9$
73830 print
73840 print y3$
73850 print
73860 print
73870 input t$
73880 if t$="since" then 74000
73890 if t$="Since" then 74000
73900 if t$="east" then 74050
73910 if t$="East" then 74050
73920 if t$="no" then 74100
73930 if t$="No" then 74100
73940 print w$
73950 let w=w+1
73960 print "Any others? Type the word or 'no'."
73970 print
73980 goto 73850
74000 print k$
74010 let u9=1
74020 goto 73960
74050 print k$
74060 let v1=1
74070 goto 73960
74100 print u9;v1;w
74110 print
74120 print
74130 print y1$
74140 print
74150 print
74160 print y3$
74170 print
74180 print
74190 input t$
74200 if t$="montrealers" then 74300
74210 if t$="Montrealers" then 74300
74220 if t$="no" then 74400
74230 if t$="No" then 74400
74240 if t$="NO" then 74400
74250 print w$
74260 let w=w+1
74270 print "Any others? Type the word or 'no'."
74280 print
74290 goto 74180
74300 print k$
74310 let v2=1
74320 print
74330 goto 74270
74400 print v2;w
74410 print
74420 print
74430 print y2$
74440 print
74450 print y3$

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```

74460 print
74470 print
74480 input ts
74490 if ts="no" then 74600
74500 if ts="ND" then 74600
74510 if ts="No" then 74600
74520 print w$
74530 let w=w+1
74540 print "Any others? Just type the word or 'no'."
74550 print
74600 print "This is the end of this test on capitals."
74620 let t=t1+t2+t3+t4+t5+t6+t7+t8+t9+u1+u2+u3+u4+u5+u6+u7+u8+u9+v1+v2
74630 print "Your score on this test"
74640 print "(out of 20 possible right answers) is" t
74660 print "The number of wrong guesses you made"
74665 print "on this test is" w
74666 print
74668 print "Your final score is"
74669 print "(right minus wrong answers)" t-w
74670 print
74672 print
74680 print "CT" t1;t2;t3;t4;t5;t6;t7;t8;t9;u1;u2;u3;u4;u5;u6;u7;u8;u9;v1;v2
75000 goto 90000
80000 print
80010 print
80020 print "To continue type '1' and the 'Return' key."
80030 print
80040 print
80050 input p$
80060 if p$="1" go to 80070
80070 print
80080 print
80090 return
90000 print "Pattern of answers"
90002 rem The pattern of answers provides a record of the student's answers
90003 rem for D&P and the criterion test.
90010 print
90020 print
90030 rem c1 is caps at the beginnings (group of words, quotes, after colon, continuation)
90040 rem c2 is sentence fragments
90050 rem c3 is caps for the names of things (brand names, ordinary nouns, etc)
90060 rem c4 is caps for places (streets, park, compass points, etc)
90070 rem c5 is caps for names and titles of people (captain, brother, grandpa, etc)
90075 rem CT is the criterion test
90080 print "C1-D&P1" d1;g2;q3
90090 print "C2-D&P2" h1;h2;h3
90100 print "C3-D&P3" l1;l2;l3
90110 print "C4-D&P4" k1;k2;k3
90120 print "C5-D&P5" s1;s2;s3;s4
90130 print
90135 print "CT" t1;t2;t3;t4;t5;t6;t7;t8;t9;u1;u2;u3;u4;u5;u6;u7;u8;u9;v1;v2
90136 print
90137 print
90140 print n$

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00100 rem review of all lessons
00102 rem VANIER COLLEGE/CONCORDIA UNIVERSITY
00104 rem Written by Arnold Keller
00105 rem With additional material by Anne Blott
00106 rem Copyright 1978
00110 rem USE ASCII CHARACTER SET ONLY
00112 REM FINAL DRAFT--SEPT 78/LW
00114 REM GENERAL--Q'S 263--272
00115 REM COMMAS--Q'S 273--281--BEGINS 3320
00116 REM PRONOUNS--Q'S 282--291--BEGINS 6830
00117 REM VERBS, DANGLE, APOST--Q'S 292--302--BEGINS 10220
00118 REM CAPITALS--Q'S 303--312--BEGINS 13920
00120 print
00130 print
00132 print "Please enter your name and ID number."
00134 print
00136 input z1$
00138 print
00140 print
00150 print
00160 print
170 print "In this lesson,"
00180 print "you'll be given a chance to review"
00190 print "all the material"
00200 print "you've studied so far."
210 print
00220 print "You'll be given a series"
00230 PRINT "of sentences and asked"
00240 print "what kinds of mistakes they contain."
00250 print
00252 REM THE STUDENT IS REFERRED TO THE APPROPRIATE
00253 REM SPECIFIC LESSON AFTER EACH QUESTION.
00260 print
00265 REM THIS IS THE GENERAL ANSWER KEY.
00270 Print "For the first group of questions,"
00272 print "If you think there is an error in"
00274 print "punctuation--type 1"
00276 print "capitalization--type 2"
00278 print "prounoun use--type 3"
00280 print "verb use--type 4."
00282 print "If you think the sentence"
00284 print "is correct--type 5"
00286 print
00288 print
00290 print
00292 print
00300 print "Let's begin with"
302 print "a general review"
00304 print "that covers all the lessons."
00306 print
00308 print "Later on,"
00310 print "we'll look at certain"
00312 print "areas more closely."
00314 print
00316 print
00320 print

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00330 print "Last week, my Brother and I"
00340 print "bought a new car."
00350 print
00360 print
370 let x1$="The answer should be"
00380 print
382 print
384 print "What number should you enter?"
386 print-
00387 rem question 263
00390 input a1
00400 print
410 if a1=2 then 500
00420 print "No."
00422 let x1$="The answer should be"
00424 print x1$;2
00430 let a1=0
00440 print "'Brother' should not have a capital;"
00450 print "It isn't anyone's name,"
00460 print "but it's a noun that describes"
00470 print "a relationship."
00480 print
490 print "Review CAPI."
00492 print
00494 print
00496 print
00498 goto 550
00500 print "Right."
00510 let a1=1
00520 goto 440
00525 rem gosub 70000 is a review of the general answer key.
00550 gosub 70000
00552 print "Between you and I,"
00560 print "I don't think there's much hope."
00570 print
00590 print
00600 print ""
610 let x8$="What's the correct number to enter?"
00620 print x8$
630 print
00640 print
00645 rem question 264
00650 input a2
00660 if a2=3 then 800
00670 print "No."
672 print x1$;3.
00680 let a2=0
00690 print
00700 print "'I' should be 'me' because"
00710 print "you need the objective case"
00720 print "after a preposition"
00730 print "(in this case 'between')."
00740 print
750 print "Review PROGEE."
00760 print
790 goto 900

```



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00800 print "Right."
00810 let a2=1
00820 goto 700
900 print
910 print"I laid on the bed and"
00920 print"and thought things through."
00930 print
00940 print
00950 print x8$
00960 print
00970 print
00975 rem question 265
00980 input a3
00990 if a3=4 then 1100
01000 print"No."
01010 let a3=0
0102 PRINT X1$;4
01020 print"'Laid' should be 'lain'."
01030 print"The only time you use 'laid'"
01040 print"is when you mean that you"
01050 print"are putting or placing an object."
01060 print
01070 print "Review VERB."
01080 print
01082 gosub 70000
01090 goto 1200
01100 print"Right."
01110 let a3=1
01120 goto 1020
1200 print
01210 print
01220 print"I wanted ice cream,"
01230 print"they wanted pizza."
01240 print
01260 print
01270 print x8$
01280 print
01290 print
01295 rem question 266
01300 input a4
01310 if a4=1 then 1400
01320 print"No."
01322 PRINT X1$;1
01330 let a4=0
01340 print"This sentence has a comma splice."
01350 print"You need a comma and a"
01360 print"coordinating conjunction"
01370 print"to join two main clauses."
01380 print
01390 PRINT"Review CMAIN."
01395 goto 1500
1400 print"Right."
01410 let a4=1
01420 goto 1340
01430 print
1500 print

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```

01510 print "We wanted shoes, socks and ties."
01520 print
01530 print
01540 print x$
01550 print
01555 rem question 267
01560 input a5
01570 if a5=1 then 1700
01580 print
01590 print "No."
1592 print x$;1
01600 let a5=0
01610 print "You need a comma after 'socks'"
01620 print "because this is a series of items."
01630 print "Remember the model for a series was"
01640 print "'X,Y, and Z'."
01642 PRINT
01643 print "Review CSER."
01644 print
01650 print
1652 gosub 70000
01660 goto 1800
01700 print "Right."
01710 let a5=1
01720 goto 1610
1800 print
01810 print
01820 print "After lunch we went to the movies."
01830 print
01850 print
01860 print
01870 print x$
01880 print
01885 rem question 268
1890 input a6
1900 if a6=1 then 2000
01910 print "No."
1912 let w$="The answer should be"
1914 print w$;1
1920 let a6=0
01930 print "You need a comma after 'lunch'"
01940 print "because 'after lunch' is an"
01950 print "introductory phrase."
01960 print
01970 print "Review CINTRO."
01980 goto 2100
01990 print
2000 print "Right."
02010 let a6=1
02020 goto 1930
02100 print
02110 print
02120 print "Everyone should do their best."
02130 print
02140 print
02150 print x$

```

02160 print

02170 print

02175 rem question 269

2180 input a7

2190 if a7=3 then 2300

02200 print

02210 print "No."

2212 print w\$;3

02220 let a7=0

02230 print "Everyone is singular--the pronoun"

02240 print "should be 'his' or 'her'."

02250 print "because both of them"

02260 print "are also singular."

02270 print

2280 print "Review PROGREE."

02290 goto 2400

02300 print "Right."

02310 let a7=1

02320 goto 2230

02400 print

02410 print

2420 print "Everyone there spoke to"

02430 print "captain York, the most dashing"

02440 print "officer in the regiment."

02450 print

02460 print

02470 print x8\$

02480 print

02490 print

02495 rem question 270

02500 input a8

02510 if a8=2 then 2600

02520 print "No."

2522 print w\$;2

02530 let a8=0

02540 print "'Captain' should be capitalized"

2550 print "because it is part of a title."

02560 print

02570 print "Review CAPI."

02580 print

02590 goto 2700

02600 print "Right."

02610 let a8=1

02620 goto 2540

2700 print

02710 print

2720 print "Mr. Evans, the new teacher in school"

02730 print "has a degree from Harvard."

02740 print

02750 print

02760 gosub 70000

02770 print

02780 print

02790 print x8\$

02800 print

02810 print

```

02815 rem question 271
02820 input a9
02830 if a9=1 then 2900
02840 print "No."
02842 print w$;1
02850 let a9=0
02860 print "You need a comma after 'school'"
02870 print "because 'the new teacher in school'"
02880 print "is a nonessential element."
02890 print "Review CPAIR."
02892 print
02894 print
02896 print
02898 goto 3000
2900 print "Right."
02910 let a9=1
02920 goto 2860
3000 print "There is a book and a card"
03010 print "for you at the post office.."
03020 print
03030 print
03040 print x8;
03050 print
03060 print
03065 rem question 272
03070 input b1
03080 if b1=4 then 3200
03090 print
03100 print "No."
03110 print w$;1
03112 let b1=0
03120 print "'Is' should be 'are' because"
03130 print "the subject of the sentence"
03140 print "is plural ('book' and 'card')."
03150 print
03160 print "Review VERB."
03170 print
03180 goto 3300
03200 print "Right."
03210 let b1=1
03220 goto 3120
03300 print
03310 print
03320 print "Let's look a little more closely"
03330 print "at punctuation."
03340 print
03350 print
03360 gosub 71000
03365 rem gosub 71000 is the 'comma' answer key
03400 print
03410 print "After we went to school,"
03420 print "after we did all our work and"
03430 print "after we came back,"
03440 print "we received our allowances."
03450 print
03460 print

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```

03470 print x8$
03480 print
03490 print
03495 rem question 273
03500 input b2
03510 if b2=3 then 3600,
03520 print
03530 print"No."
03532 let b2=0
03540 print w$;3
03550 print"You need a comma after 'homework'"
03560 print"because the sentence has three"
03570 print"phrases in it in a series."
03580 print
03590 print"Review CSER."
03595 goto 3700
03600 print "Right."
03610 print
03620 let b2=1
03630 print
03640 goto 3550
03700 print
03710 print
03720 print"What we really need now if"
03730 print"we are to win this important vote"
03740 print"Is a big issue."
03750 print
03760 print"Do you wish to see the list"
03770 print"of answers again?"
03780 print
03790 print"1 for yes, 2 for no."
03800 print
03810 input x9
03820 if x9=1 then 3850
03830 if x9=2 then 3870
03840 goto 3790
03850 gosub 71000
03870 print
03900 print x8$
03910 print
03920 print
03925 rem question 274
03930 input b3
03940 if b3=5 then 4100
03950 print"No."
03952 print w$;5
03960 let b3=0
03970 print"No comma is needed."
03980 print"The sentence is correct as stands."
03990 print
04000 print"Review NOCDM."
04010 goto 4200
04100 print"Right."
04110 let b3=1
04120 goto 3970
04200 print

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04210 print
04220 print "When the band played"
04230 print "she danced beautifully."
04240 print
04250 print
04260 print x8
04270 print
04280 print
04285 rem question 275
04290 input b4
04300 if b4=4 then 4400
04310 print "No."
04320 print w$;4
04330 print
04340 let b4=0
04350 print "You need a comma after 'played'"
04360 print "because everything up to"
04370 print "there is an introductory clause."
04380 print "Review CINTRO."
04390 goto 4500
04400 print "Right."
04410 let b4=1
04420 print
4430 goto 4350
04500 print
04510 print
04520 print "I thought that she would come"
4530 print "with us but I was quite"
4532 print "wrong about her plans,"
04540 print
04550 print?
04560 print x8
04570 print
04580 print
04585 rem question 276
04590 input b5
04600 if b5=1 then 4700
04610 print "No."
4612 print w$;1
04620 print
04630 let b5=0
04640 print "You need a comma after 'us'"
04650 print "because there are two main clauses"
04660 print "in this sentence."
04670 print
04680 print "Two main clauses are always joined"
04690 print "by a comma and a coordinating conjunction."
4695 print
4697 print "Review CMAIN."
4698 print
4699 goto 4900
4700 print "Right."
04710 let b5=1
04720 goto 4640
4900 print
04910 print

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```

04920 print"The game, as it happens"
04930 print"turned out to be very exciting."
04940 print
04950 print
04960 print x8$
04970 print
04980 print
04989 rem question 277
04990 input b6
05000 print
05010 if b6=2 then 5100
05020 print"No."
05022 print w$;2
05030 let b6=0
05040 print"'As it happens' is a"
05050 print"nonessential element; therefore"
05060 print"it needs a pair of commas around it."
05070 print
05072 print"Review CPAIR."
05080 goto 5200
05100 print"Right."
05110 let b6=1
05120 print
05130 goto 5040
5200 print
05210 print
05220 print"Do you wish to see the"
05230 print"answer key again?"
5240 print
5250 print"Type 1 for yes,2 for no."
05260 print
05270 input x9
05280 if x9=1 then 5310
05290 if x9=2 then 5330
05300 goto 5250
05310 gosub 71000
05330 print
5340 print"He could see very clearly,"
05350 print"that the game was lost."
05360 print
05370 print
05380 print x8$
05390 print
05400 print
05405 rem question 278
05410 input b7
05420 if b7=5 then 5500
05430 print"No."
5432 print w$;5
05440 let b7=0
05450 print"You should remove the comma"
05460 print"after 'that' because"
05470 print"a main clause and its"
5480 print"dependent clause"
05490 print"shouldn't be separated."
5492 print

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05493 print "Review NOCDM."

5494 goto 5600

5500 print "Right."

05510 let b7=1

05520 goto 5450

5600 print

05610 print

05620 print "we ordered fries, two"

05630 print "hamburgers and coffee"

05640 print "at the restaurant."

05650 print

05660 print

05670 print x8

05680 print

05690 print

05695 rem question 279

05700 input b8

05710 if b8=3 then 5800

5720 print "No."

5722 print

05723 print w\$;3

5724 let b8=0

05730 print "There are three items"

05740 print "in a series here."

05750 print "You need a comma"

05760 print "after 'hamburgers',."

05770 print

05772 print "Review CSER."

5774 print

05780 goto 5900

05800 print "Right."

05810 let b8=1

05820 goto 5730

5900 print ""

05910 print

05920 print "I wanted to go to the movies"

05930 print "on Friday, she refused to"

05940 print "even consider it."

05950 print

05960 print

05970 print x8

05980 print

05990 print

05995 rem question 280

06000 input b9

06010 if b9=1 then 6100

06020 print "No."

6022 print w\$;1

6030 let b9=0

06040 print "Two main clauses need a comma"

06050 print "and a coordinating conjunction"

06060 print

06070 print "Review CMAIN."

06080 print

06090 goto 6200

06100 print "Right."


```

06110 let b9=1
06120 goto 6040
06200 print
06210 print"Before you decide who is right"
06220 print"you should listen to both sides."
06230 print
06240 print
06250 print x8$
06260 print
06270 print
06280 input b9
06290 if b9=4 then 6400
06300 print"No."
06302 print w3;4
06310 let b9=0
06320 print"You need a comma after"
06330 print"'Before you decide who is right'"
06340 print"because it is an"
06350 print"introductory element."
06360 print
06370 print"Review CINTRO."
06380 print
06390 goto 6500
06400 print"Right."
06410 let b9=1
06420 goto 6320
6500 print
06510 print
06520 print "Mr. Harrison the new baker,"
06530 print"delivered his order on time this morning."
06540 print
06550 print
06560 print x8$
06570 print
06580 print
06585 rem question 281
06590 input c1
06600 if c1=2 then 6700
06610 print"No."
06612 print w3;2
06620 let c1=0
06630 print"You need a comma after"
06640 print"'Harrison' because 'the new baker'"
06650 print"is a nonessential element"
06660 print"in the sentence."
06670 print
06680 print"Review CPAIR."
06690 goto 6800
06700 print"Right."
06710 let c1=1
06720 goto 6630
06800 PRINT
06810 PRINT
06820 PRINT
06830 print"Let's look at pronouns"
06840 print"a little more closely."

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Q6850 print
06860 print
6870 print "In the next group of sentences,"
6880 print "use the following answer key: "
06890 print
06895 REM THIS IS THE PRONOUN ANSWER KEY.
6900 print "If the pronoun should be"
06910 print "in the subjective case--type 1"
06920 print "in the objective case--type 2"
06930 print "singular--type 3"
06940 print "plural--type 4"
06950 print "is correct--type 5."
06960 print
06970 print
06980 print "Everyone will try their best"
6990 print "to make the play a success."
07000 print
07010 print
07020 print x8$
07030 print
07040 print
07045 rem question 282
07050 input c2
07060 if c2=3 then 7180
07070 print "No."
07080 let c2=0
7082 print w$;3
7090 print "'Everyone' is singular;"
07100 print "therefore, 'their' should be"
07110 print "changed to 'his' or 'her' which are"
07120 print "singular also."
07130 print
07140 print
07150 print "Review PROGRE."
07160 print
07170 goto 7300
07180 print "Correct."
07190 let c2=1
07200 goto 7090
7300 print
07310 print
7320 print "It was me whom you saw"
07330 print "at the game yesterday."
07340 print
07350 print
07360 print x8$
07370 print
7372 print
07380 print
07385 rem question 283
07390 input c3
07400 if c3=1 then 7500
7408 print "No."
7410 print w$;1
07420 let c3=0
07430 print "'Me' is wrong because"

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07440 print "it is in the objective"
07450 print "case. You must use 'I'"
07460 print "(the subjective case)"
07470 print "after a form of the verb 'to be'."
07480 print
07490 print "Review PROCASE."
07492 print
07494 print
07496 goto 7600
07500 print
07510 print
07520 print "Right."
07530 let c3=1
07540 print
07550 goto 7430
07600 print "Books like this should be banned."
07610 print
07620 print
07630 print x8$
07640 print
07650 print ""
07655 rem question 284
07660 input c4
07670 if c4=4 then 7800
07680 print "No."
07682 print w$;4
07690 let c4=0
07700 print "'This' should be 'these';"
07710 print "'books' is plural and so must"
07720 print "be the pronoun that replaces it."
07730 print
07740 print "Review PROGRE"
07750 PRINT
07760 PRINT
07770 GOTO 7900
07800 print "Right."
07810 let c4=1
07820 goto 7700
07900 gosub 74000
07905 rem gosub 74000 is a review of the 'pronoun' answer key
07910 print
07920 print "They gave first prize in"
07930 print "the dance contest to Anne and him."
07940 print
07948 print x8$
07950 print
07955 rem question 285
07960 input c5
07970 if c5=5 then 8100
07980 print "No."
07982 print w$;5
07990 let c5=0
08000 print "The sentence is correct;"
08010 print "'him' is in its right case"
08020 print "(the objective)"
08030 print "because 'Anne and him'"

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08040 print"receive the action of the verb."
08050 print
08060 print"Review PROCASE."
08070 PRINT
08080 goto 8200
08100 print"Right."
08110 let c5=1
08120 goto 8000
08200 print
08210 print
08220 print"Each player was responsible"
08230 print"for their own luggage on the trip."
08240 print
08250 print
08260 print x8$
08270 print
08280 print
08285 rem question 286
08290 input c6
08300 if c6=3 then 8400
08310 print"No."
08312 print w$;3
08320 let c6=0
08330 print"'Their' should be 'his' because"
08340 print"'each player' is singular."
08350 print
08360 print"Review PROGREE."
08370 print
08380 print
08390 goto 8500
08400 print"Right."
08410 let c6=1
08420 goto 8330
08500 print
08510 print
08520 print"With who are you going to the show?"
08530 print
08540 print
08550 print x8$
08552 print
08555 rem question 287
08560 input c7
08570 if c7=2 then 8700
08580 print"No."
08582 print w$;2
08590 print
08600 let c7=0
08610 print"'Who' should be 'whom.'"
08620 print"(that is, in the objective case)."
08630 print"because 'you' is the"
08640 print "subject of the sentence,"
08650 print"and the 'who' involved"
08660 print"receives the action of the verb."
08670 print
08680 print"Review PROCASE."
08690 goto 8800

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08700 print"Right."
08710 let c7=1
08720 goto 8610
8800 print
08810 print
08820 print"Anyone who thinks that"
08830 print"they can just come in"
08840 print"and take over is wrong."
08850 print
08860 print
08870 gosub 74000
08880 print
08890 print x8$
08900 print
08910 print
08915 rem question 288
08920 input c8
08930 if c8=3 then 9100
08940 print"No."
8942 print w$;3
08950 let c8=0
08960 print"'Anyone' is singular;"
8970 print"therefore, 'they' should be"
8972 print"changed to 'he'."
08980 print
08990 goto 9200
9100 print"Right."
09110 let c8=1
09120 goto 8960
09200 print
09210 print
9220 print"Between you and I,"
09230 print"I don't think that he'll keep"
09240 print"the promises he made."
09250 print
09260 print
09270 print x8$
09280 print
09290 print
09295 rem question 289
09300 input c9
09310 if c9=2 then 9400
09320 print"No."
9322 print w$;2
09330 let c9=0
09340 print"'I' should be 'me' because"
09350 print"you always use the objective case"
09360 print"after a preposition"
9370 print"((in this case, 'between'),)"
09380 print"Review PROCASE."
9390 goto 9500
09400 print"Right."
09410 let c9=1
09420 goto 9340
09500 print
09510 print

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09520 print"The Wings are not as good"
09530 print"a hockey team as us."
09540 print
09550 gosub 74000
09560 print
09570 print
09580 print x$
09590 print
09600 print
09610 input d1
09615 rem question 290
09620 if d1=1 then 9700
09630 print"No."
09632 print w$;I
09640 let d1=0
09650 print"You have to use the subjective case"
09660 print"in clauses of comparison."
09682 print
09684 print"Review PROCASE."
09686 print
09688 print
09690 goto 9600
09700 print
09710 print"Right."
09720 let d1=1
09730 goto 9650
09800 print""
09810 print
09820 print"Much to my surprise,"
09822 print"I found that she could"
09824 print"run much faster than me."
09830 print
09840 print
09850 print x$
09860 print
09870 print
09875 rem question 291
09880 input d2
09890 if d2=1 then 10100
09900 print"No."
09902 print w$;I
09910 print
09920 let d2=0
09930 print"In clauses of comparison"
09940 print"you must use the subjective case."
09950 print"Therefore 'me' should be'I'."
09960 print
09970 print"Review PROCASE."
09980 print
09990 goto 10200
10100 print "Right."
10110 let d2=1
10120 goto 9930
10200 print
10210 print
10220 print"Let's take a closer look"

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10230 print"at dangling modifiers,"
10240 print"apostrophes, and verbs,"
10250 print
10260 print
10270 print"Use this answer key:  "
10280 print""
10290 print
10295 REM THIS IS THE VERB, DANGLE, APOST ANSWER KEY.
10300 print"If the verb should be plural--type 1"
10310 print"If the verb should be singular--type 2"
10320 print"Any other mistake in the verb--type 3"
10330 print"If part of the sentence dangles--type 4"
10340 print"If there is any error in apostrophes--type 5."
10350 print
10360 print
10370 print
10380 print"Driving quickly,"
10390 print"the scenery sped past us."
10400 print
10410 print
10420 print x8$
10430 print
10440 print
10445 rem question 292
10450 input d3
10460 if d3=4 then 10600
10470 print"No."
10472 print w$;4
10480 print
10490 let d3=0
10500 print"The first part of the sentence dangles."
10510 print"The scenery wasn't driving quickly--"
10520 print"we were."
10530 print
10540 print
10550 print"Review DANGLES."
10560 print
10570 print
10580 goto 10700
10600 print"Right."
10610 let d3=1
10620 print
10630 goto 10500
10700 print
10710 print
10720 print"There is books, paper, and pencil"
10730 print"on your desk--start studying."
10740 print
10750 print
10760 print x8$
10770 print
10780 print
10785 rem question 293
10790 input d4
10800 if d4=1 then 10900
10810 print

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10820 print"No."
10822 print w$;1
10830 let d4=0
10840 print
10850 print"The verb should be plural because"
10860 print"the subject is plural:  "
10870 print"'books, paper, and pencil'."
10880 print
10890 print"Review VERB."
10892 goto 11000
10900 print"Right."
10910 let d4=1
10920 print
10930 goto 10850
11000 print
11010 print
11020 print"Its 'easy for you to say that,"
11030 print"but you don't have to be here tomorrow."
11040 print
11050 print
11060 gosub 75000
11065 rem gosub 75000 is a review of the answer key for 'verb,
11066 rem dangle, & apost'.
11070 print x$
11080 print
11090 print
11095 rem question 294
11100 input d5
11110 if d5=5 then 11200
11120 print"No."
11122 print w$;5
11130 print
11140 let d5=0
11150 print"In this sentence:"
11160 print"'its' should be 'it's'"
11170 print"(that is, 'it is')."
11180 print
11182 print
11184 print"Review APOST."
11186 print
11188 print
11190 goto 11300
11200 print"Right."
11210 let d5=1
11220 print
11230 goto 11150
11300 print
11310 print
11320 print"Neither Eddie nor Bill were"
11330 print"around when the balloonman came."
11340 print
11350 print
11360 print x$
11370 print
11380 print
11382 rem question 295

```



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11390 input d6
11400 if d6=2 then 11500
11410 print "No."
11412 print ws;2
11420 print
11430 let d6=0
11440 print "'Neither' makes the subject singular;"
11450 print "therefore, the verb must be"
11460 print "singular also."
11470 print
11480 print "Review VERB."
11490 goto 11600
11500 print "Right."
11510 print
11520 let d6=1
11530 goto 11440
11600 print
11610 print
11620 print "To buy the best of everything,"
11630 print "a lot of money is needed."
11640 print
11650 print
11660 gosub 75000
11670 print
11680 print x8$
11690 print
11700 print
11705 rem question 296
11710 input d7
11720 if d7=4 then 11800
11730 print "No."
11732 print ws;4"."
11734 let d7=0
11740 print "'To buy the best of everything'"
11750 print "dangles because 'a lot of money'"
11760 print "isn't buying anything,"
11770 print "but you are."
11780 print
11782 print
11784 print "Review DANGLES."
11786 print
11788 print
11790 goto 11900
11800 print
11810 print "Right."
11820 print
11830 let d7=1
11840 goto 11740
11900 print
11910 print
11920 print "He laid on his cot,"
11930 print "not saying a word to anybody."
11940 print
11950 print
11960 print x8$
11970 print

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11980 print
11985 rem question 297
11990 input d8
12000 if d8=3 then 12100
12010 print"No."
12012 print w$;3
12020 print
12030 let d8=0
12040 print"'Laid' is a form of 'to lay'"
12050 print"meaning to 'put' or 'place'."
12060 print
12070 print"You need the form of 'to lay' that"
12080 print"means to lie yourself down."
12082 print"The right answer is 'lain'."
12083 print
12084 print"Review VERB."
12086 print
12088 print
12090 goto 12200
12100 print
12110 print"Right."
12120 let d8=1
12130 print
12140 goto 12040
12150 print
12200 print
12210 print
12220 print"A person's good will and"
12230 print"sense of caring for others"
12240 print "is essential in everyday life."
12250 print
12260 print
12270 gosub 75000
12280 print
12290 print x8$
12300 print
12310 print
12315 rem question 298
12320 input d9
12330 if d9=1 then 12400
12340 print"No."
12342 print w$;1
12350 let d9=0
12360 print
12370 print"There is a compound subject here;"
12380 print"therefore, you need a plural verb."
12382 print
12384 print
12386 print"Review VERB."
12388 print
12390 goto 12500
12400 print"Right."
12410 let d9=1
12420 print
12430 goto 12370
12500 print

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12510 print
12520 print"The car engine was on"
12530 print"It's last legs, according to Tom."
12540 print
12550 print
12560 print x8$
12570 print
12580 print
12585 rem question 299
12590 input e1
12600 if e1=5 then 12700
12610 print"No."
12612 print w$;5
12620 print
12630 let e1=0
12640 print"'It's' should be 'its'"
12650 print"because you need the possessive"
12660 print"form of the word 'it' here."
12670 print
12680 print"Review APQST."
12690 goto 12800
12700 print
12710 print"Right."
12720 let e1=1
12730 print
12740 goto 12640
12750 print
12800 print
12810 print
12820 print"A sense of gloom filled the room,"
12830 print"hearing the news."
12840 print
12850 print
12860 gosub 75000
12870 print
12880 print
12890 print x8$
12900 print
12910 print
12915 rem question 300
12920 input e2
12930 if e2=4 then 13100
12940 print
12950 print"No."
12952 print w$;4
12960 let e2=0
12970 print
12980 print"The sentence has a dangling element"
12990 print"at the end: who heard the news?"
13000 print"It certainly wasn't"
13010 print"'a sense of gloom'."
13020 print
13030 print
13040 print"Review DANGLE."
13050 print
13060 goto 13200

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```

13100 print"Right."
13110 let e2=1
13120 print
13130 goto 12980
13200 print
13210 print
13220 print "Today's weather forecast"
13230 print"calls for clear skies."
13240 print
13250 print
13260 print x8$
13270 print
13280 print
13285 rem question 301
13290 input e3
13300 if e3=5 then 13400
13310 print"No."
13312 print w$;5
13320 let e3=0
13330 print"--Today's--- should be --today's---;"
13340 print"singular nouns add the apostrophe"
13350 print "before the 's' to show possession."
13360 print
13370 print"Review APOST."
13380 PRINT
13390 GOTO 13500
13400 print
13410 print"Right."
13420 let e3=1
13430 print
13440 goto 13330
13500 print
13510 print
13520 print"Won't you lie the parcel"
13530 print"on the table?"
13540 print
13550 print
13560 gosub 75000
13570 print
13580 print
13590 print x8$
13600 print
13610 print
13615 rem question 302
13620 input e4
13630 if e4=3 then 13800
13640 print
13650 print"No."
13652 print w$;3
13660 print
13670 let e4=0
13680 print"'Lie' should be 'lay' because"
13690 print"you need a form of the verb"
13700 print"'to lay' that means 'to place'."
13710 print
13720 print"Review VERB."

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13730 print
13740 goto 13900
13800 print"Right?"
13810 print
13820 let e4=1
13830 goto 13680
13900 print
13910 print
13920 print"Let's look a little more"
13930 print"closely at capitalization."
13940 print
13950 print
13960 print"Here is the answer key! "
13970 print
13980 print
13985 REM THIS IS THE CAPI ANSWER KEY.
13990 print"If you think the sentence misuses"
14000 print"capitals for"
14010 print"someone's name--type 1."
14020 print"a title--type 2"
14030 print"a sentence fragment--type 3"
14040 print"the name of a place--type 4"
14050 print"a proper noun other than a name--type 5."
14060 print
14070 print
14100 print
14110 print
14120 print"Last week, the kids met the"
14130 print "actor who plays captain Marvel."
14140 print
14150 print
14160 print x8$
14170 print
14180 print
14185 rem question 303
14190 input e5
14200 print
14210 if e5=2 then 14300
14220 print w$;2
14230 let e5=0.
14240 print
14250 print"'Captain' is"
14260 print "the title of 'Captain Marvel'."
14270 print
14280 print"Review CAPI."
14290 goto 14400
14300 print"Right."
14310 let e5=1
14320 print
14330 goto 14250
14400 print
14410 print
14420 print"The travel agent made the arrangements"
14430 print"for our trip to the east last year."
14440 print
14450 print

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```

14460 print x8$
14470 print
14480 print
14485 rem question 304
14490 input e6
14500 if e6=4 then 14600
14510 print"No."
14512 print w$;4
14520 print
14530 let e6=0
14540 print"'East' needs a capital because"
14550 print"it is used as the name of a place."
14560 print
14565 print "Review CAPI."
14570 goto 14700
14600 print"Right."
14610 let e6=1
14620 print
14630 goto 14540
14700 print
14710 print
14720 gosub 76000
14725 rem gosub 76000 is a review of the answer key for 'capl'.
14730 print
14740 print"I asked my Father for his permission"
14750 print"to go to the movies."
14760 print
14770 print
14780 print x8$
14790 print
14800 print
14805 rem question 305
14810 input e7
14820 if e7=1 then 15000
14830 print"No."
14832 print w$;1
14840 let e7=0
14850 print
14860 print"'Father' doesn't need a capital because"
14870 print"it isn't a name but merely"
14880 print"a noun that describes a relationship."
14890 print
14900 print
14905 print "Review CAPI."
14910 goto 15010
15000 print"Right."
15002 let e7=1
15004 print
15006 goto 14860
15010 print
15020 print"He borrowed my car without"
15030 print"my permission. Which made me"
15040 print"very angry."
15050 print
15060 print
15070 print x8$

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```

15080 print
15090 print
15095 rem question 306
15100 input e8
15110 if e8=3 then 15200
15120 print "No."
15122 print w$;3
15130 print
15140 let e8=0
15150 print "'Which' shouldn't have a capital"
15160 print "because the group of words"
15170 print "it introduces does not"
15180 print "form a complete sentence."
15182 print
15184 print
15185 print "Review CAPI."
15186 goto 15300
15190 print
15200 print "Right."
15210 print
15220 let e8=1
15230 print
15240 goto 15150
15300 print
15310 print
15320 print
15330 gosub 15600
15340 print
15350 print
15360 print "His 1936 chevy runs"
15370 print "beautifully ever since"
15380 print "its last tuneup."
15390 print
15400 print
15410 print x8$
15420 print
15430 print
15435 rem question 307
15440 input e9
15450 if e9=5 then 15600
15460 print "No."
15462 print w$;5
15470 print
15480 let e9=0
15490 print "'Chevy' needs a capital because"
15500 print "it is a proper noun--the name of"
15510 print "a particular kind of car."
15520 print
15525 print "Review CAPI."
15530 goto 15620
15600 print "Right."
15602 print
15603 let e9=1
15604 goto 15490
15610 print
15620 print "The Sergeant spoke to us about"

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15630 print "the accident and whom"
15632 print "he thought was to blame."
15640 print
15650 print
15660 print "yes"
15670 print
15680 print
15685 rem question 308
15690 input f1
15700 if f1=2 then 15800
15710 print "No."
15712 print "WS;2"
15720 print
15730 let f1=0
15740 print "'Sergeant' doesn't need a capital"
15750 print "because it is not a title or "
15760 print "part of anyone's name."
15770 print
15780 print
15785 print "Review CAPI."
15790 goto 15900
15800 print "Right."
15810 print
15820 let f1=1
15830 goto 15740
15900 print
15910 print
15920 print "I really don't want to go"
15930 print "to the dentist. Not at all."
15940 print
15950 print
15960 input f2
15970 if f2=3 then 16100
15980 print "No."
15982 print "WS;3"
15990 print
15995 rem question 309
16000 let f2=0
16010 print "'Not at all' is a fragment"
16020 print "but it is a defensible one."
16030 print "That is, it can be accepted"
16040 print "on stylistic grounds."
16050 print
16060 print
16065 print "Review CAPI."
16070 goto 16200
16100 print "Right."
16110 let f2=1
16120 print
16130 goto 16010
16200 print
16210 print
16220 print
16230 gosub 76000
16240 print "I was born in Montreal,"
16250 print "but I now make my home in"

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16260 print"Claremont, california."
16270 print
16280 print
16290 print x81
16300 print
16310 print
16315 rem question 310
16320 input f3
16330 if f3=4 then 16400
16340 print"No."
16342 print w$;4
16350 print
16360 let f3=0
16370 print"'California' is the name"
16380 print"of a place; therefore,"
16390 print"it needs a capital."
16392 print "Review CAPI."
16394 goto 16500
16400 print"Right."
16410 let f3=1
16420 print
16430 goto 16370
16500 print
16510 print
16520 print
16530 gosub 76000
16540 print
16550 print"Although I did my first"
16560 print"two years at McGill,"
16570 print"I graduated from Loyola college."
16580 print
16590 print
16600 print x81
16610 print
16620 print
16625 rem question 311
16630 input f4
16640 if f4=5 then 16740
16650 print"No."
16652 print w$;5
16660 print
16670 let f4=0
16680 print"'College' needs a capital"
16690 print"because it is part of "
16700 print"a proper noun-- 'Loyola College'."
16705 print "Review CAPI."
16710 goto 16800
16720 print
16730 print
16740 print"Right."
16750 let f4=1
16760 goto 16680
16800 print
16810 print
16820 print"My brother has taken his vows"
16830 print"and is now called brother Thomas."

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16840 print
16850 print
16860 print x8$
16870 print
16880 print
16885 rem question 312
16890 input f5
16900 if f5=2 then 17000
16910 print "No."
16912 print w$;2
16920 print
16930 let f5=0
16940 print "The second use of 'brother'"
16950 print "needs a capital."
16960 print "because it is a title."
16970 print
16975 print "Review CAPI."
16980 goto 17100
17000 print "Right."
17010 print
17020 let f5=1
17030 goto 16940
17100 print
17110 print
17120 print ""
17130 let a=a1+a2+a3+a4+a5+a6+a7+a8+a9+b1
17140 let b=b2+b3+b4+b5+b6+b7+b8+b9+c1
17150 let c=c2+c3+c4+c5+c6+c7+c8+c9+d1+d2
17160 let d=d3+d4+d5+d6+d7+d8+d9+e1+e2+e3+e4
17170 let e=e5+e6+e7+e8+e9+f1+f2+f3+f4+f5
17200 print
17210 print "Your score on"
17220 print "the general review was";a
17230 print "on commas was";b
17240 print "on pronouns was";c
17250 print "on verbs, dangling elements,"
17260 print "and apostrophes was";d
17270 print "and on capitals was";e
17280 print
17290 print
17300 let x=a+b+c+d+e
17310 print
17320 print "Your total score"
17330 print "(out of 50) was";x
17340 print
17350 print
17360 print "Review all those lessons"
17370 print "where your results show"
17380 print "that you still need practice."
17390 print
17400 print
17410 print "This is the end of"
17420 print "the review lesson."
69000 goto 90000
70000 print "Do you want to see"
70010 print "the answer key?"

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70020 print
70030 print"Type 1 for yes, 2 for no."
70032 input x
70034 if x=1 then 70050
70036 if x=2 then 70150
70038 goto 70030
70040 print
70050 print"If you think there is an error in"
70060 print"punctuation--type 1"
70070 print"capitalization--type 2"
70080 print"pronoun use--type 3"
70090 print"verb use--type 4"
70110 print"If you think the sentence"
70120 print"is correct--type 5."
70130 print
70140 print
70150 return
71000 print
71010 print"If the sentence"
71020 print"doesn't properly join"
71030 print"two main clauses--"
71032 print"type 1"
71040 print"needs a comma for a comma pair"
71050 print"type 2"
71060 print"needs a comma for a series"
71070 print"type 3"
71080 print"needs a comma for"
71090 print"an introductory element--"
71092 print"type 4"
71100 print"either needs a comma removed"
71110 print"or is correct as stands--"
71120 print"type 5."
71130 print
71140 print
71150 return
74000 print
74010 print"Would you like to see"
74020 print"the answer key again?"
74030 print
74040 print"Type 1 for yes, 2 for no."
74050 print
74060 print
74070 input x9
74080 if x9=1 then 74200
74090 if x9=2 then 74500
74100 goto 74040
74200 print
74210 print"If the pronoun should be"
74220 print"in the subjective case--type 1"
74230 print"in the objective case--type 2"
74240 print"singular--type 3"
74250 print"plural--type 4"
74260 print"is correct--type 5."
74270 print
74280 print
74290 goto 74500

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74500 return
75000 print
75010 print
75020 print "Would you like to see"
75030 print "the answer key again?"
75040 print "Type 1 for yes, 2 for no."
75050 print
75060 print
75070 print
75080 input x9
75090 if x9=1 then 75200
75100 if x9=2 then 75500
75110 goto 75040
75200 print
75210 print "If the verb should be plural--type 1"
75220 print "If the verb should be singular--type 2"
75230 print "Any other mistake in the verb--type 3"
75240 print "If part of the sentence dangles--type 4."
75250 print "If there is any kind of apostrophe error--"
75252 print "type 5."
75260 print
75270 print
75500 return
76000 print "Do you want to see the answer key again?"
76010 print "Type 1 for yes, 2 for no."
76020 print
76030 print
76040 input x9
76050 if x9=1 then 76200
76060 if x9=2 then 76500
76070 goto 76010
76200 print "If you think the sentence misuses"
76210 print "capitals for"
76220 print "someone's name--type 1"
76230 print "a title--type 2"
76240 print "a sentence fragment--type 3"
76250 print "the name of a place--type 4"
76260 print "a proper noun other than a name--type 5"
76270 print
76280 print
76290 goto 76500
76500 return
90000 rem The Pattern of Answers provides a record of the student's
90001 rem answer for each question, organized by concept.
90002 print a1;a2;a3;a4;a5;a6;a7;a8;a9;b1
90004 print "comma"
90010 print b2;b3;b4;b5;b6;b7;b8;b9;c1
90020 print "pronouns--case and agreement"
90030 print c2;c3;c4;c5;c6;c7;c8;c9;d1;d2
90040 print "verb, dangle, apost"
90050 print d3;d4;d5;d6;d7;d8;d9;e1;e2;e3;e4
90060 print "capitals"
90070 print e5;e6;e7;e8;e9;f1;f2;f3;f4;f5
90080 print z1$

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